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ABSTRACT

The emergence of LEAD Centers, Principals' Centers, and other similar principal support efforts are an acknowledgement of the demanding professional requirements placed upon principals. This document provides an easy-to-use reference listing of resources identified by the Maryland Commission on School-based Administration and the Maryland LEAD Center. The following 10 behavioral skills are featured in individual chapters: interpersonal and human relations; instructional supervision; staff development; planning and goal setting; problem analysis; decision making; communication; coordination; conflict management; and stress management. Each chapter identifies selected programs, print resources, media resources, and potential consultants. The appendices include the following information: (1) behavioral descriptions for the 10 skill areas and a format for developing an individualized professional development plan; (2) names and addresses of the vendors cited and associations that serve the professional development needs of principals; (3) contact information for the educational projects currently funded by the federal government; (4) a list of Educational Resources Information Center clearinghouses; and (5) brief biographical sketches of the authors. (MLF)

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Professional Development Resource Book for School Principals

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PROFESSIONAL DEVELOPMENT RESOURCE BOOK FOR SCHOOL PRINCIPALS.

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Professional Development Resource Book for School Principals

by

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A Maryland LEAD Center Publication

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Using the insightful work of the Maryland Commission on School-Based Administration as a framework for focusing our attention on the role, function, and skills of the school principal, we set out to create a useful publication that would assist school principals with the essential task of career-long professional development. We are indebted to the Kraft Foundation for generously supporting the work of the National LEADership Network and our efforts to complete this resource book for school principals.

In addition, we deeply appreciate the work of numerous educational leaders across the country who identified resources found useful for the professional development of school principals. Also, greatly appreciated are the staff development leaders from the State of Maryland who gave us their time and expertise in reviewing and refining the list of resources. Seven Maryland staff developers merit special recognition— Kathryn Blumsack, Roger Foster, Kay Johnson, Karolyn Rohr, Sue Small, Lee Smith, and Doris Vanek.

Moreover, our gratitude is extended to the faculty and staff of the Department of Education Policy, Planning, and Administration and the Center for Educational Research and Development on the College Park campus of the University of Maryland for their support in the completion of this project.

Finally, the editing, layout and design, desktop publishing, and technical assistance provided by Joseph R. Harris in the final production stages of the resource book were extremely valuable.

FOREWORD

by
Dr. Floretta Dukes McKenzie

Throughout my career in public education, I have maintained the belief that *the principal has the most important and influential role in the educational process and the potential for the greatest impact on students.* On numerous occasions, I have witnessed the dramatic impact upon a school caused by a change in personnel or management style at the principal level. Indeed, I have come to truly respect and appreciate those principals who have succeeded in creating a nurturing environment for both their students and staff.

We live in a world of constant change requiring school leaders to continuously adapt to changing societal needs. Basic skills, multiculturalism, at-risk students, values education, school-based management, substance abuse education, etc. – these are just a few of the variety of trend and educational reforms intended to "improve the quality and relevance of public education." Each and every one of these trends has placed a greater emphasis on the local school environment and, therefore, has placed increased demands on the leadership and management responsibilities of the principal.

When discussing the changing role of the local school, it is important to note the changing nature of the clientele themselves. Schools must now bear the effects on their students and surrounding communities of societal problems (substance abuse, violence, teen pregnancy, poverty, AIDS, etc.) while simultaneously providing educational and awareness programs which address the very same problems. As a result, principals now find themselves more frequently confronted with complicated health and social issues involving their students, with little or no parental support. Learning and behavioral problems are also becoming more difficult to diagnose and resolve due to the variety of complex causes.

With all of these factors influencing the local school environment, it is no small wonder that the role of the principal has become increasingly complex. Principals can no longer rest upon their laurels and past successes. The emergence of LEAD Centers, Principals' Centers, and other similar principal support efforts are an acknowledgement of the demanding professional requirements placed upon principals. Principal and staff support services have become a critical element in the effective schools movement.

This *Professional Development Resource Book for School Principals* provides an easy-to-use reference listing of many valuable resources within each of the ten skill areas. The ten behavioral skill areas identified by the Maryland Commission on

Foreword

School-based Administration and the Maryland LEAD Center are an excellent method for assisting principals with identifying and obtaining the necessary knowledge and skills to meet the demanding needs of their school environment.

This book is clearly intended and organized to be referred to on a regular basis rather than be read from cover to cover. The authors and the Maryland Lead Center are to be commended for providing this much needed document. It is hoped that this is the first of many similar and timely pursuits.

Dr. Floretta Dukes McKenzie is a nationally renowned expert on urban education issues. She has held educational leadership positions at the federal, state, and local school levels and was Superintendent of the District of Columbia Public Schools for seven years prior to her retirement. Dr. McKenzie is currently President of The McKenzie Group, a comprehensive educational consulting firm located in Washington, D.C.

INTRODUCTION

A major goal of the Maryland Leadership in Educational Administration Development (LEAD) Center is to undertake and participate in professional activities that enhance the principal's ability to provide leadership at the school building level. We strongly believe that principals must provide both the educational leadership and the managerial direction for schools by working in a collegial manner with classroom teachers. Principals can neither lead nor manage if they fail to keep abreast of the current trends and professional practices that can provide a positive impact on the educational environment for both teachers and students.

The principalship is without question one of the most demanding positions in education. As school-based management initiatives grow in popularity, those in principalship positions will continue to face new educational challenges. Thus, the knowledge and skills needed to be an effective principal requires continuous reinforcement and enrichment throughout the career of the principal.

The underlying rationale for this book is to provide a useful set of resources for principals to use when seeking to address their professional development needs. The resources listed in this book are clustered around ten skill areas. These skills are judged to be central to any concerted effort to enhance the ability of school principals to provide both the instructional leadership and management direction for effective schools.

In the first chapter, a comprehensive discussion on the role, function, and skills of the school principal provides a contemporary view of the professional responsibilities and duties of the school principal. This discussion is intended to provide a framework for how the Maryland LEAD Center views this important educational leadership position and underscores the technical skills needed to successfully meet the challenges of the job. The resources that are identified in subsequent chapters of the book are grouped by the skills that are introduced in this chapter and described in detail in Appendix A.

Chapters two through eleven make up the core of this book and each are devoted to one of the skill areas identified in chapter one. Each chapter identifies four types of resources available to the principal:

Selected Programs	various training workshops, seminars or other development activities sponsored by selected professional organizations
Print Resources	a variety of relevant books, professional journal articles, and other print media resources
Media Resources	several skill-related films and video-tapes with pertinent background information
Potential Consultants	a listing of recommended skilled professionals with expertise in the particular skill area.

There are several appendices included which provide additional information regarding the resources listed in this book as well as listings of the various educational projects supported by the U.S. Department of Education. Appendices A and B outline the behavioral descriptions for the ten skill areas and a format for developing an individualized professional development plan. Appendices C and D list the names and addresses of the vendors cited in the book and the associations that serve the professional development needs of principals. Appendices E – H provide contact information for the educational projects currently funded by the federal government. Finally, Appendix I gives brief biographical sketches of the authors.

All of the resources listed in this book were identified by educators or trainers who responded to a national survey soliciting recommendations for professional development materials deemed useful when working with school principals. Some resources may appear in several skill areas due to the content of the material, the nature of the professional organizations, and/or the expertise of the consultants.

Chapter 1

The School Principal: Role, Function, and Skills

INTRODUCTION

School is an important and significant institution in our society. It is a place — the place — where young eager minds full of promise develop the intellectual patterns and processes that will serve them throughout their lives. Virtually every member of our society is, to a large degree, influenced by the quality of schooling. While the learner has a large role in this process, one of the most significant factors in determining the quality of the place called school is the principal. This discussion addresses the fundamental importance of the role and function of the principal in the school's educational mission. Moreover, this discussion is based upon four basic beliefs:

1. *Every school, including the best, can be better tomorrow than it is today — no upper limit exists.*
2. *Education takes place in individual schools, not in school systems and individual school quality varies greatly within school systems.*
3. *Each individual school operates within the context established by a local board of education while being influenced by a series of external factors.*
4. *Graduate preparation programs for educational leaders are intellectually rewarding and are designed to develop principals who can create school cultures that promote creativity and success for all of its members.*

This discussion charges principals with the responsibility to lead their schools to changes that will result in improved educational outcomes. While recognizing that the management activities of principals occur at an unrelenting pace, requiring enormous amounts of energy and time, these activities can become a part of the principal's leadership efforts through careful planning.

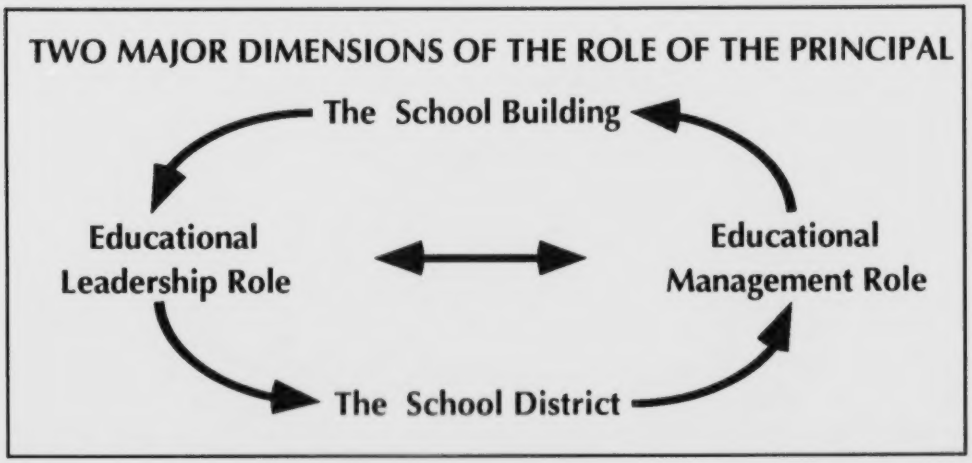
ROLE OF THE SCHOOL PRINCIPAL

The role and function of the principal, in these complex times, place increasing demands on individuals to provide both the leadership and the managerial direction for the school. Educational leadership is defined as the initiation, implementation, and institutionalization of school-wide change that results in the improvement in student educational achievement and opportunity. The principal has the primary obligation to "make a difference" in the school by providing leadership to faculty, parents, and students as change and improvement are considered. Educational management, on the other hand, is defined as maintenance of the stability and security of a school organization as it is directed and controlled on its given course. These dimensions of leadership (change) and management (stability) result in the principalship's being dynamic and requiring a continuous interplay between change

and stability. In order to achieve true school improvement, a principal must reduce management activity and increase leadership activity.

In schools of distinction, the school principal exercises considerable responsibility for establishing a collegial climate among the school's professional team — especially the teachers. In a collegial climate professional educators work to build the philosophy, policies, objectives, and programs of the school. The staff is empowered to make local school building decisions, and the principal coordinates instruction and leads the staff in reaching consensus on important educational issues. The principal's authority and responsibilities are exercised in such a way that nurtures the judgment and commitment of all staff members.

Principals and teachers must strengthen their professional partnership at schools by working together to establish a truly collaborative and collegial school environment where each professional staff member finds challenge, support, appreciation, and satisfaction. Schools, where the professional autonomy of teachers is in harmony with the educational leadership responsibilities of the principal, can offer a quality educational program for students.


TWO MAJOR DIMENSIONS OF THE ROLE OF THE PRINCIPAL
The School Building
Educational Leadership Role
Educational Management Role
The School District

Educational Leadership

One of the major characteristics of high quality schools is the determination shared by principals, assistant principals, teachers, students, and parents to constantly seek sound educational improvements. In such schools, academic achievement for all students becomes the cornerstone in the pursuit of excellence, with the principal as the catalyst for constructive action. Clearly then, educational leadership is essentially influencing others to commit their energy and effort to accomplish school improvement goals and objectives. Working with others, the principal must have a compelling vision of the school's mission. In the effort to turn vision into reality, the principal

must marshal and mobilize the needed resources; the principal must stimulate and support those personnel involved in the effort. This role of the principal is both central and crucial. To provide sound educational leadership, a principal must possess skills in the following areas:

- ***Problem Analysis***
- ***Decision Making***
- ***Planning and Goal Setting***
- ***Conflict Management***
- ***Communication***
- ***Coordination***

The skill areas listed above comprise a basic level of technical qualifications without which an individual would experience great difficulty in providing educational leadership.

Educational Management

Any organization needs sound management practices if it is to maintain its given course in a manner that assures stability and security. On a daily basis, a multitude of management tasks confronts the school principal. Because of the current high expectations for the principal in carrying out these management responsibilities, the major portion of the principal's time and effort must be devoted to management activities, not leadership endeavors. However, with careful planning and coordination, management activities can become a part of the overall leadership endeavors of the principal. To provide educational management, a principal must possess skills in the following areas:

- ***Interpersonal and Human Relations***
- ***Instructional Supervision***
- ***Coordination***
- ***Stress Management***
- ***Staff Development***
- ***Planning and Goal Setting***
- ***Problem Analysis***
- ***Decision Making***

Basic to both leadership and management are the principal's personal values, ethics, and individual qualities that influence the school building traditions and norms and help define the nature of the school as an organizational unit. Beyond possessing the benefits of rigorous academic preparation at the graduate level, principals need to possess a strong self-awareness and sense of purpose. By providing both leadership and management support, school principals exercise powerful influences on the mission, effectiveness, and educational improvement efforts in the schools they lead.

FUNCTIONS OF THE PRINCIPALSHIP

The role and function of the principal should be to provide both the educational leadership and the managerial direction for the school. Specifically, the principal should exercise educational leadership and managerial ability in the following areas: instructional maintenance and improvement, professional development and services, pupil development and services, school and community relations, administration of facilities and finance, and organizational relationships and responsibilities.

1. Instructional maintenance and improvement

The principal must exercise a high level of managerial skill in maintaining the instructional program and in making judgments about areas in need of improvements. Once a decision is made that instructional improvements are necessary or desirable, the principal must use leadership skills to generate staff commitment. However, the principal can neither manage nor lead if he or she lacks knowledge and skill in the area of instruction. The principal must be able to base instructional leadership on professional knowledge and specific abilities:

- *The ability to promote positive instructional outcomes.* The principal does this by emphasizing achievement and by giving priority to those instructional activities that foster academic success for all students. In addition, the principal promotes an orderly climate that is conducive to teaching and learning and supports teachers by effectively communicating the significance of their work.
- *The ability to assess program relevance.* The principal must be sensitive to those instructional conditions that promote relevancy: conditions that are affected by proper methodological approaches by the teacher. This also requires that student expectations and program outcomes be established on a school-wide basis and that a system exists for determining whether or not these expectations are being met.
- *The ability to coordinate instructional programs.* The principal should assert leadership in the instructional decision making process by assisting teachers with coordinating instructional methods, materials, goals and objectives, and evaluation procedures.
- *The ability to plan, implement, and evaluate program change.* The principal must have specific skills in program planning and must be able to share appropriate program planning models and materials with staff. He or she must be skilled in the implementation of school-wide or subject area program changes and in providing the required training for staff who are engaged in the change. The principal must be able to lead and assist in the design of an evaluation plan that will facilitate close monitoring of the change process as well as of the expected program outcomes.

2. Professional development and services

The ability of the principal to constantly sustain high levels of staff performance is critical to a sound program of instruction. The principal's role in teacher evaluation and professional development represents a major opportunity for the improvement of classroom instruction. The professional development and services area includes the following:

- *The ability to identify and select new staff.* Finding teachers who are competent in their grade or discipline area, who also identify with the overall mission and goals of the school, and who are psychologically and philosophically compatible with existing staff is critical for program continuity.
- *The ability to fully orient new staff to the school.* Beginning with the complex nuances of the school's social system, a principal can design activities to familiarize new staff with the school's mission and philosophy, organizational patterns and structures, system-wide policies and procedures, parental and community concerns, and student characteristics and developmental needs. There is also a need to inform new staff of growth opportunities that exist within the school and system and of resources that can assist them in moving into these new areas of opportunity.
- *The ability to assign staff members in a manner appropriate to their talents and abilities.* The principal needs to be sensitive to the load requirements for all staff and to the need to relieve them from duties that might impair their instructional abilities. The principal needs to closely monitor staff in terms of performance and to be sensitive to signals of misassignments and overload.
- *The ability to design and implement school-wide programs for staff improvement.* The principal needs to be able to design and implement professional development activities to increase program quality and staff efforts.
- *The ability to design and carry out effective programs of staff evaluation.* An effective program of staff evaluation is necessary to provide data on new staffing needs, potential orientation activities, and improvement needs for making decisions about staff retention, dismissal, or reassignment.

3. Student development and services

This critical area of the principal's role requires a high level of ability and knowledge. There are several important components of pupil development and services:

- *The ability to influence students in a positive manner.* The principal can provide the modeling that influences student value choices in matters of personal conduct and living as well as in areas of academic achievement and career choice.
- *The ability to design opportunities for student involvement.* The principal can influence students to become engaged and a part of the life of the school, not only through the more traditional activities of sports, student government, and clubs, but also through the appropriate involvement of students in the fundamental decision areas of programs, student evaluation, and scheduling.

- *The ability to conceptualize and implement a comprehensive program of guidance services.* In light of the changes in family structure, principals must assure that guidance services are geared to meet the needs and interests of all the students. In addition to meeting the traditional instructional needs of students, guidance programs will also have to be more sensitive to the psychological needs of students.

4. School and community relations

The community is an important partner and provides a valuable learning laboratory for students. Moreover, this area takes on even more importance in a time when communities are undergoing significant social and demographic changes. In a school community where there is a decreasing percentage of families with school-age children, the principal is required to display assertive leadership qualities if he or she is to maintain a broad base of community support and interest in school affairs. There are several critical facets of school-community relations:

- *The ability to analyze the community in terms of its demographic and social characteristics plus an ability to understand future as well as current needs of the citizens who make up the school's attendance and non-attendance populations.*
- *The ability to establish and maintain effective communication.* The principal needs to be sensitive to what the community wants to know about the school. Moreover, the principal must maintain effective communication with the community and be sensitive to the points where the school and community are likely to have conflicting views. The principal's ability to disseminate information which will promote understanding and acceptance of the differences that might evolve will ultimately determine the quality of the school and community relationship.
- *The ability to organize the school so that it can serve as a resource to the community.* The principal must be constantly seeking imaginative ways to create the feeling in the community that the school is a contributing member of the larger community.

5. Administration of facilities and finances

A high level of managerial and leadership ability in facilities and finances is essential to a safe and stable school environment and to the achievement of all of the school's program and activity goals. Strong facilities management skills, especially those relating to environment and climate, result in highly visible evidence that can set the tone for the total life of the school. The principal's management of financial resources can mean the difference between successful programs and highly responsive staff on the one hand or failure and staff withdrawal on the other. As school systems provide principals with increasing flexibility and autonomy regarding fiscal resources, this area becomes even more important. Dimensions in this area include the following:

- *The ability to allocate financial resources.* The principal must manage fiscal resources for the purposes for which they were initially budgeted and to be able

to justify, in terms of program benefits, any shifts from original budget plans. The principal needs to provide this type of leadership so the PTA and other community groups can concentrate on educational concerns without being cast as the school's primary fundraisers.

- *The ability to effectively use the resources of the school plant.* The principal must be vigilant in maintaining a safe and healthful climate for teaching and student learning. The principal needs to possess skill in facilities scheduling and management which will minimize disruptions, avoid unnecessary movement, and separate noisy and quiet activities so that neither is constrained in its function.

6. Organizational relationships and responsibilities

The principal is expected to maintain a quality school along with good rapport with the community. In addition, recent attention has focused on the need for the principal to relate more closely to the school system's central structure and to share certain system-wide planning and decision-making functions. Increasingly, the building principal is emerging as the bridge to and from the central office. These changes clearly increase the principal's sphere of influence in the school system and accords a more powerful position for affecting system-wide policy and procedure changes that affect the school the principal serves. These changes should also create better understanding between the principal and central administration and reduce some of the principal's feelings of isolation from policy decisions and of being caught between the demands of the staff and the dictates of the school system. There are several important components of organizational relationships and responsibilities:

- *The ability to be sensitive to the multiple demands on central administration and an ability to effect and accept compromises where necessary;*
- *The ability to articulate effectively the needs and concerns of students, staff, and community in exchanges with central administration;*
- *The ability to provide school-based information and recommendations in support of the superintendent's plans for system-wide improvement;*
- *The ability to share information about central administration's plans and actions with staff, students, and community; and*
- *The ability to interpret central office directives so that they achieve their purposes.*

TEN SKILLS FOR THE PRINCIPALSHIP

Carrying out the tremendous responsibilities of the principalship is no small task given the political and social realities of our time. With the pressing demands for educational accountability coming from virtually every sector of our society, the principal is often the one who is held responsible for the failure of the school's educational program. Good intentions aside, even the most well-meaning educators cannot successfully undertake the role and function of the principalship without mastering the critical skills needed to perform in an effective manner in this pivotal position. These ten skills include interpersonal and human relations, instructional supervision, staff development, planning and goal setting, problem analysis, decision-making, communication, coordination, conflict management, and stress management. A brief operational description of each skill is provided below.

1. **Interpersonal and Human Relations**

   Characteristic activities in this area include establishing and maintaining relationships, communicating in an effective manner, developing and applying the skill of self-presentation, developing and applying the skill of challenging others, and understanding and appreciating cultural diversity.

2. **Instructional Supervision**

   Characteristic activities in this area include knowing the characteristics of effective teaching based on an understanding of the professional literature, establishing and describing specific criteria for supervising and evaluating teacher performance, gathering and accurately interpreting data regarding classroom teaching, formulating judgments about classroom teaching, planning and conducting effective post-observation conferences and teacher evaluation conferences, and carrying out appropriate evaluative responsibilities with marginal or ineffective teachers.

3. **Staff Development**

   Characteristic activities in this area include understanding and applying research on the nature of the adult learner, assessing staff training needs, developing staff development programs, implementing staff development programs, evaluating staff development programs, being knowledgeable of research on effective schools and applying it in managing school improvement, establishing professional activities for individual renewal and growth, and dealing effectively with training problems.

4. **Planning and Goal Setting**

   Characteristic activities in the area of Planning and Goal Setting include assessing and determining needs; establishing school mission, goals, and objectives; identifying tasks, roles, and responsibilities; locating resources; and planning for contingencies.

5. Problem Analysis

Characteristic activities in this area include identifying problem situations, analyzing problem situations, generating multiple solutions, and designing and evaluating plans for action.

6. Decision Making

Characteristic activities in the area of Decision Making include gathering data; analyzing data; generating a variety of decision-making alternatives; choosing and carrying out decisions with conviction, courage, and compassion; and maintaining an openness while implementing decisions.

7. Communication

Characteristic activities in this area include practicing effective oral communication skills, using proper written communication skills, using active listening skills, developing effective human relation skills, and using effective organizational communication processes.

8. Coordination

Characteristic activities in this area include applying and using the skills in the other educational leadership areas, establishing a clear vision for school improvement, using formal and informal methods to develop a collaborative climate within the school, delegating responsibility to others, and monitoring progress of educational activities.

9. Conflict Management

Characteristic activities in the area of Conflict Management at the interpersonal, intergroup, and intragroup level include identifying and verifying causes of conflict, deciding objectively on appropriate professional responses to conflict situations, communicating effectively under stress, expressing disagreement with others while continuing to build and foster positive relationships, and knowing when and how to maintain written documentation of conflict situations.

10. Stress Management

Characteristic activities in this area include understanding the physiological basis of stress and symptoms of malfunctioning stress, diagnosing the causes of stress, being knowledgeable of both short- and long-term strategies for managing stress, and applying stress management skills in creating and maintaining a productive and healthy educational environment.

By providing quality leadership along with strong managerial support, a school principal exercises powerful influences on the mission, effectiveness, and educational improvement efforts in the school. However, principals cannot bring about educational improvement efforts without keeping abreast of the growing professional knowledge base relative to the contemporary practice of educational administration. *The Professional Development Resource Book for School Principals* can assist educators as they continue their pursuit to lead their staffs and students to innovating and exciting levels of distinction.

Chapter 2

Skill Area #1:

Interpersonal and Human Relations

SELECTED PROGRAMS

❑ Celebrate Diversity: An Affective Plan to Improve Achievement for Minority Students

Facing the needs and impact of an increasing number of minority children and those from developing nations is a challenge facing school administrators. This workshop provides a 10-step plan that will produce an affective climate of equal opportunity to improve minority student achievement. Presenters model the plan by taking participants on a trip over the rainbow. Participants are provided with all materials and activities required to work with staff in their own schools so that they can truly celebrate diversity. A list of topics and speakers is available from the administrative program coordinator.

Contact: **Administrative Program Coordinator**
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3481

❑ Group Facilitation: Practice, practice, practice

Group facilitation is a core skill for those who have responsibility for leading work groups. This is a "practice" workshop where each participant has an opportunity to lead a group, get feedback from the group, and then join in a general discussion of what works and what doesn't work in group facilitation. Through practice, lecturette, observation, and discussion, participants increase their repertoire of intervention strategies.

Contact: **University Associates**
Consulting and Training Services
8380 Miramar Mall, Suite 232
San Diego, CA 92121
(619) 552-8901

❑ Leadership Behavior and Group Processes

This 4-day workshop is part of the National Principals' Academy's comprehensive training program. The workshop has a specified curriculum which includes situational leadership, coaching techniques, and group process skills. It is offered several times during the year by the National Association of Elementary School Principals. Training is conducted by nationally known professional development leaders.

Contact: **National Association of Elementary School Principals**
1615 Duke Street
Alexandria, VA 22314
(703) 860-0737

SELECTED PROGRAMS

❑ Managing Your Work Group(s): Creating the Climate for Productivity

This program focuses on work groups, addressing three critical areas of supervision: getting peak performance from workers, leading work groups, and handling interpersonal relationships. Topics include management style, decision making, productive feedback, getting the most from groups and awareness of self. Participants use case studies, instruments, lecturettes, role plays, and videotaping.

Prior to the seminar, participants are asked to complete several instruments. Based on the information given, the *Center for Creative Leadership* will provide each participant with valuable and insightful feedback on his or her leadership style.

Contact: **Administrative Program Coordinator**
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3481

❑ Maryland Professional Development Academy

The Staff Development Branch of the Maryland State Department of Education operates the Maryland Professional Development Academy (MPDA). It was founded in 1977 to provide school-based administrators with high quality training relevant to their professional roles. The Academy has focused primarily on helping principals improve their instructional leadership, increase teaching effectiveness, reduce student disruption, and achieve educational equity.

All MPDA institutes are comprehensive staff development programs designed from a specific training model based on theories of adult learning, the change process, and instructional leadership. A typical institute has 10 days of training spread over a full year.

There are several expectations to which participants must commit: attendance and full participation in all training sessions, development and implementation of an action plan, participation in coaching teams and networking groups, and a willingness to role play and practice teach in front of colleagues. Participants can earn inservice credit and can apply for grants to implement their action plans in their individual schools.

Contact: **MPDA Coordinator**
Staff Development Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(301) 333-2173

SELECTED PROGRAMS

❑ Mid-Atlantic Association for Training and Consulting

The Mid-Atlantic Association for Training and Consulting (MATC) is a non-profit educational association including member organizations and a network of over 150 trainers and consultants. It addresses the continuing education needs of member organizations and the general public by offering public training events as well as contracted consulting services.

Examples of weekend programs on the public events calendar include Introduction to Human Interaction; Cross-Cultural Issues; Myers-Briggs Type Inventory for Professionals; Stress Management for Women; Stress Management for Men; Perceptions and Projections; and Introduction to Organizational Development.

Longer programs (4-6 days) include Human Interaction Conference; Transcending Personal Performance Limitations; Group Development Skills; Design Skills Using Experiential Methods; Power and Conflict Utilization; and Consultation Skills Training.

MATC brings its public events into a company or school for "inhouse" training and custom designs programs based on the unique needs of an organization as well. Write or call for a brochure listing current offerings.

Contact: **MATC Contracted Consulting Services**
P.O. Box 381
Wayne, PA 19087
(215) 688-2333

❑ National Academy for School Executives

In conjunction with the American Association of School Administrators, the National Academy for School Executives (NASE) conducts numerous 1-5 day seminars and institutes on topics in this area of interest. The programs are usually conducted by practicing school administrators. Topics are listed in periodic brochures.

Contact: **National Academy for School Executives**
1801 N. Moore Street
Arlington, VA 22209-9988
(703) 528-0700

❑ Teacher Expectations and Student Achievement

This is an inservice program for teachers which encourages equal, non-discriminatory treatment of all students to increase their academic achievement. Known as TESA, the program provides training on 15 specific teacher behaviors which are organized into five monthly instructional units. The premise of the program is that teachers communicate expectations to their low achievers which are different from the expectations they communicate to their high achievers, even when they don't

SELECTED PROGRAMS

intend to. TESA pinpoints the teacher behaviors involved and teaches teachers how to hold and communicate the same expectations for all.

Each of the five monthly training sessions includes one skill from each of three "strands." Strand A teaches Response Opportunity skills: equitable distribution, individual help, latency, delving, and higher level questioning. Strand B teaches Feedback skills: affirm or correct, praise, giving reasons for praise, listening, and accepting feelings. Strand C teaches Personal Regard skills: proximity, courtesy, personal interests and compliments, touching, and desisting.

Studies over more than 15 years show that student achievement increases among low achievers when they perceive that their teachers hold high expectations for them. In addition, average and high achievers have also shown gains exceeding those of students in control classes.

The program was developed by the Los Angeles County Public Schools and is now published and distributed by Phi Delta Kappa.

Contact: **Phi Delta Kappa**
Eighth & Union Streets, Box 789
Bloomington, IN 47402
(812) 339-1156

❑ Understanding Group Dynamics

In this highly interactive and practical workshop, participants learn the basics of group dynamics: phases of group development, group dysfunction, theories of group dynamics, productive and disruptive group-member roles, power and influence, goal setting and decision making in groups, and problem-solving methods.

Contact: **University Associates**
Consulting and Training Services
8380 Miramar Mall, Suite 232
San Diego, CA 92121
(619) 552-8901

PRINT RESOURCES

❑ Angelou, M. (1970). ***I know why the caged bird sings.*** New York: Random House.

In this autobiographical account of her growing-up years, Maya Angelou paints a colorful picture of a black child's view of a black and white world. She inhabits the black world and understands its requirements of her. She is alternately proud and embarrassed as she describes the people of her world and how they make their own world and cope with that other one. The white world – that other one – intrudes on her both subtly and blatantly. The differences in the two worlds, their realities and their expectations, come startlingly to light through her eyes as she relives being young, female, and black.

❑ Ascher, C. (1988). **Improving the school-home connection for poor and minority urban students.** *Urban Review,* 20(2), 109-23.

This article examines the history and importance of parent involvement in schools. It explores ways that urban schools can increase the participation of poor and minority parents and suggests that schools might develop wider community partnerships.

❑ Ashley, J. E. (1989). **Attitude and communication build public relations.** *NASSP Bulletin,* 73(513), 34-35.

This article focuses on the Duval County (Florida) schools where the belief that attitude is the essence of learning is central to their philosophy. It documents how principals are chosen based on enthusiasm and positive communications with staff members and community. As staff and community pride in the schools has increased, so has academic performance.

❑ Coppedge, F. L. & Exendine, L. (1987). **Improving school climate by expanding the dimensions of reinforcement.** *NASSP Bulletin,* 71(497), 102-10.

This article discusses how principals and teachers can enhance the school's educational environment by using the curriculum, teaching methods, student evaluation processes, human relations skills, and classroom management techniques in addition to verbal praise and token rewards as sources of reinforcement for student behavior and learning in the individual classroom.

❑ Cuban, L. (1989). **At-risk students: What teachers and principals can do.** *Educational Leadership,* 46(5), 29-32.

This article documents the methods of some dynamic teachers and principals who have gone past the slogans of reform to achieve outstanding results with at-risk students, and how their pioneering work points to promising directions for others.

PRINT RESOURCES

❑ Gazda, G. M., Asbury, F. R., Balzer, F. J., Childers, W. C., & Walters, R. P. (1977). ***Human relations development***. Boston, MA: Allyn and Bacon.

The authors present this book as a manual to help train educators and prospective educators in the development of human relations skills. They use what has become known internationally as the Carkhuff Model, developed by Robert R. Carkhuff and his colleagues. The first chapter outlines the need for human relations training in teacher education and includes a literature review. The second chapter presents the model, and the third chapter provides the theoretical rationale which will assist the helper in knowing what behaviors to reinforce at a given time and how to do it. Chapters 4-23 present practice situations and exercises to help the educator learn how to use the model.

This book is well written and soundly based on research. Because of the instructive nature of the exercises, the book should be read and studied carefully.

❑ ***A handbook of structured experiences for human relations training*** (1972-1990). San Diego, CA: University Associates.

University Associates (UA) produces a series of handbooks and annuals which comprise a collection of structured activities developed and used by human relations trainers and group facilitators. Some activities have such widespread use that authorship can no longer be determined. UA gives permission to reproduce this material for educational or training purposes.

Each volume is organized in ascending order from simple to complex activities and the level of facilitator skill necessary. There are usually 24 or 25 activities in each volume of the handbook and 12 or 13 in each of the annuals. The numbers assigned to the exercises in these books stay the same through revisions, even when titles and details change. Most activities are adaptable to specific situations. Variations are provided for most, and facilitators are encouraged to experiment with additional variations. All necessary diagrams, inventories, work sheets, scoring sheets, and instructions are given. The language is usually clear and straightforward.

❑ Heckman, I. L., Jr. & Huneryager, S. G. (1967). ***Human relations management***. Cincinnati, OH: South-Western Publishing Co.

This book is a compilation of articles and papers by respected members of the human relations field. It is organized into 10 parts: 1) human relations; 2) leadership; 3) motivation and behavior; 4) organization; 5) communication; 6) participation; 7) resistance to change; 8) counseling; 9) practicing human relations; and 10) human relations in perspective. Each part has an introduction that gives background and perspective to the topic and four to six articles which are a sampling of wisdom from the field. These articles range from the 1920's through the 1950's. An administrator would likely find this a valuable resource as long as he or she is aware of its age.

PRINT RESOURCES

❑ Purkey, W. W. & Schmidt, J. J. (1987). ***The inviting relationship: An expanded perspective for professional counseling.*** Englewood Cliffs, NJ: Prentice Hall.

This book was written for counselors and other professional "helpers." The first five of its seven chapters define the "inviting relationship" and the invitational model, and explain its major assumptions and components, background, and potential uses. The theory of the inviting relationship is also explained. Chapter 6 compares this model with four other contemporary theories: Adlerian Counseling, Reality Therapy, Cognitive Behavior Modification, and Person-centered Counseling. Chapter 7 discusses the counseling profession and the future need for such broad based models as the invitational model.

The model has four elements: optimism, respect, trust, and intentionality; operates at four levels: intentionally disinviting, unintentionally disinviting, unintentionally inviting, and intentionally inviting; includes four factors: people, places, policies, and programs; functions in four areas: being personally inviting with oneself, being personally inviting with others, being professionally inviting with oneself, and being professionally inviting with others; defines four choices of interacting: sending, not sending, accepting, and not accepting; and outlines four styles: invisibly inappropriate, visibly inappropriate, visibly appropriate, and invisibly appropriate.

❑ Snyder, K. J. (1988). **Managing a productive school work culture.** *NASSP Bulletin,* 72(510), 40-43.

Every principal's major challenge is to manage a productive work culture creating more ideal conditions for learning. This article reviews some common cultural dimension themes found in current best sellers on management, including symbol systems, group sharing and networking, reward and recognition systems, and empowerment and entrepreneurial opportunities.

❑ Valverde, L. A. (1988). **Principals creating better schools in minority communities.** *Education and Urban Society,* 20(4), 31 9-326.

This article examines the role of the principal in fostering a multicultural school climate that attends to both the psychological and learning needs of minority students. It concludes that successful principals function as role models for encouraging positive teacher-student relationships.

MEDIA RESOURCES

❑ Communication: The Nonverbal Agenda

Constructive use of facial expressions, gestures, and vocal intonations can be a valuable tool when used as an enhancement to the message one is delivering. But what happens when an individual's non-verbal communication contradicts what he or she is actually saying? This film shows just how damaging the wrong non-verbal behavior can be, and also describes the keys to effective, professional delivery of spoken communication. By watching this film, school principals will begin to appreciate the concentration it takes to deliver a truly convincing argument or statement, and will receive the know-how that allows them to do it.

CRM Films
21 min., VHS, 1983

❑ Eye of the Storm

This film provides a valuable lesson in prejudice. A dynamic teacher who is deeply disturbed by the assassination of Dr. Martin Luther King, Jr., tries to make children understand the nature of prejudice by pretending to be prejudiced herself. She singles out blue-eyed children as a minority group.

Center for Humanities and/or
Anti-Defamation League of B'nai Brith
25 min., Beta/VHS, 1984

❑ The Galatea Effect: Managing the Power of Expectation

Picking up where *Productivity and the Self-Fulfilling Prophecy* leaves off, this new film shows the prolonged influence that a positive Pygmalion can have on another person. Specifically, it involves imprinting the expectation of success within the mind of the subject so that the individual begins to expect a high level of success from himself or herself. This transfer of the expectations of (and the responsibility for) success – the mark of a positive pygmalion – is "the Galatea Effect." And, as the film shows, it should be the goal of every manager or leader in any organization.

CRM Films
25 min., VHS, 1989

❑ Interaction: Human Concerns in the School

This is a 30-lesson telecourse which provides an understanding of human and cultural similarities in a pluralistic society.

Maryland Center for Public Broadcasting
30 tapes, 30 min. each, VHS, 1980

MEDIA RESOURCES

❑ The Massey Triad: What You Are Is What You Were When; What You Are Is; What You Are Is Where You See

Dr. Morris Massey suggests that most decisions a person makes are based on gut-level reactions formed by the time he or she was 20 years old. A major premise of the series is "Don't let a past you can't change write your future script." The three-part video teaches the viewer to understand and interpret his or her value system and his or her own – and others' – past and present behavior. The tapes deal, in order, with the past, present, and future. They can be used together or singly.

Video Publishing House and/or
Blanchard Training and Development, Inc.
1 hr. each, Beta/VHS, 1984

❑ On Prejudice: Bill Cosby

Bill Cosby, one of America's brightest and most insightful comedians, assumes the role of America's consummate bigot in a provocative presentation. In a joking monologue, Cosby draws on many commonly held stereotypes, using a funny, yet biting, tongue-in-cheek delivery to drive home his point: there is nothing humorous about prejudice. By challenging the personal attitudes of his audience, Cosby helps provoke the intelligent, thoughtful discussion and self-examination necessary for a person to re-think his own people-destroying prejudices. A leader's discussion guide is available.

Video Training Centers and/or
Video Training House
15 min., Beta/VHS, 1978

❑ Productivity and the Self-Fulfilling Prophecy: The Pygmalion Effect

This film pins down the evolution of the self-fulfilling prophecy and shows viewers explicitly how a manager's expectations alone can influence and dramatically improve a worker's performance. The new version has film evidence and news clips from very current events. Additionally, because negative expectations also have a strong effect, the film shows how to avoid a negative self-fulfilling prophecy.

CRM Films
30 min., VHS, 1989

❑ A Tale of O

This film explores common issues facing any individual who must work or live with people from whom he or she is different.

Goodmeasure, Inc.
27 min., VHS, 1979

POTENTIAL CONSULTANTS

Sandra Crowley	937 Towlston Road McLean, VA 22102 (703) 759-9361
Woodrow Grant	Maryland State Department of Education 200 West Baltimore Street Baltimore, MD 21201 (301) 333-2228
Jim Henkelman	College of Education Division of Human & Community Resources Harold W. Benjamin Building University of Maryland College Park, MD 20742 (301) 454-8729
Sandra Hirsch	Hirsch Consulting Services 7703 Normandale Road, Suite 102 Minneapolis, MN 55435 (612) 831-1455
Kay Johnson	Howard County Public Schools 10598 Marble Faun Court Columbia, MD 21044 (301) 730-9427
Effie Jones	American Association of School Administrators 1801 N. Moore Street Arlington, VA 22209 (703) 875-0728
John Leeke	11305 Indian Wells Lane Mitchellville, MD 20716 (301) 350-0925
Anthony G. Marchione	Baltimore County Public Schools 6901 N. Charles Street Towson, MD 21204 (301) 887-4083

POTENTIAL CONSULTANTS

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Bette J. McLeod	5810 Avondale Drive Bowie, MD 20715 (301) 567-1165 or 262-8752(H)
Larry Nash	Louden Associates 5457 Twin Knoll Road, Suite 406 Columbia, MD 21045-3247 (301) 596-0037
William Watson Purkey	School of Education University of North Carolina at Greensboro Greensboro, NC 27412 (919) 334-5100
Robert Redmond	10800 Georgia Avenue Silver Spring, MD 20902 (301) 933-4263
Roger Schrock	13621 Thorngate Road Midlothian, VA 23113 (804) 794-4603

POTENTIAL CONSULTANTS

Barron Stroud

Quality Integrated Education
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Eastern Intermediate Elementary School
300 University Blvd., E.
Silver Spring, MD 20901
(301) 650-6673

Huong Mai Tran

COMSIS Mid-Atlantic-MRC
8737 Colesville Road, Suite 900
Silver Spring, MD 20910
(301) 588-0584

Marge Yanker

PO Box 249
St. Helena Island, SC 29920
(803) 838-2271

Chapter 3

Skill Area #2:

Instructional Supervision

SELECTED PROGRAMS

❑ Clinical Supervision Workshops

The Association for Supervision and Curriculum Development (ASCD) offers a comprehensive professional development program in six formats: National Curriculum Study Institutes (NCSIs), NCSI Mini Conferences, Satellite Broadcast NCSIs, National Training Centers (NTCs), International Opportunities, and Human Resource Development Program (HRDP). All ASCD Professional Development programs include nationally known seminar leaders, extensive support materials, and opportunities to network with professional educators from the United States, Canada, and abroad.

Several programs on supervision are included among the many offerings each year. Details of all ASCD programs are listed in their Professional Development Opportunities catalog.

Contact: **Association for Supervision and Curriculum Development**
1250 N. Pitt St.
Alexandria, VA 22314
(703) 549-9110

❑ Instructional Theory Into Practice

Based on the work of Dr. Madeline Hunter, Instructional Theory Into Practice (ITIP) continues to provide a highly practical, research-based framework of instructional skills which enables teachers to bring to a conscious level "what they are doing" in a classroom and "why it works." ITIP evaluations from participants over a three year period testify to its popularity among teachers and principals.

Seven teams of four effective teachers and their building principal attend this 5-day workshop. During the workshop, they learn to identify cause-effect relationships between teaching and learning, practice a repertoire of instructional skills which enhance teacher decision making, analyze and diagnose the act of teaching, and comprehend from a common body of knowledge the framework which constitutes instruction. After the workshop, they try out the skills in their own classrooms and receive supportive coaching visits from Academy staff members. A final refresher day is scheduled as a follow-up activity.

Contact: **Academy for the Advancement of Teaching and Management**
New Jersey State Department of Education
1090 King George's Post Road
Building #9, Suite 904
Edison, NJ 08818
(201) 225-4545

SELECTED PROGRAMS

❑ Advanced Instructional Theory Into Practice

For those individuals who have participated in one 5-day (or 20-hour) workshop in Instructional Theory Into Practice, this 3-day workshop explores the interrelationships and appropriate uses of selected instructional skills. More than a review, this in-depth examination allows participants to further refine their understanding of teaching as a decision-making process.

Contact: **Academy for the Advancement of Teaching & Management**
New Jersey State Department of Education
1090 King George's Post Road
Building #9, Suite 904
Edison, NJ 08818
(201) 225-4545

❑ Learning Styles / Teaching Approaches

Teaching styles do not always match learning styles – a situation which affects the classroom environment. During the course of this 3-day workshop followed by a 4th refresher day, teachers will learn to recognize various learning styles using an experiential learning model and inventories developed by Bernice McCarthy and David Kolb. Participants will also explore their own learning styles and teaching styles and examine the implications of these styles for the purpose of reaching a greater number of learners. Opportunities for developing lessons/units using a curriculum design format incorporating a range of learning styles are also offered.

Contact: **Academy for the Advancement of Teaching & Management**
New Jersey State Department of Education
1090 King George's Post Road
Building #9, Suite 904
Edison, NJ 08818
(201) 225-4545

❑ The Madeline Hunter Institute: Appraising Teaching for Instructional Improvement (Levels I - V)

Dr. Hunter's 4-day workshops are designed to increase administrators' knowledge about more effective classroom teaching skills and techniques for supervision and evaluation of teachers. Special emphasis is placed on developing skills in using motivation theory, reinforcement theory, transfer theory, and the concepts of teaching for retention. Practical applications of research-based teaching, supervising, and evaluating techniques are highlighted. A list of topics and consultants is available from the administrative program coordinator.

Contact: **Administrative Program Coordinator**
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3481

SELECTED PROGRAMS

❑ The Maryland Professional Development Academy

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Contact: **MPDA Coordinator**
Staff Development Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
(301) 333-2173

❑ National Academy for School Executives

In conjunction with the American Association of School Administrators, the National Academy for School Executives (NASE) conducts numerous 1 - 5 day seminars and institutes on topics in this area of interest. The programs are usually conducted by practicing school administrators. Topics are listed in periodic brochures.

Contact: **National Academy for School Executives**
1801 N. Moore Street
Arlington, VA 22209-9988
(703) 528-0700

SELECTED PROGRAMS

❑ Performance and Evaluation

This 4-day workshop is part of the comprehensive training program in the National Principals' Academy. Its specified curriculum includes effective evaluation techniques, evaluation of staff training processes and outcomes, and teacher improvement plans. The workshop is offered several times a year by the National Association of Elementary School Principals. Training is done by nationally known professional development leaders.

Contact: **National Association of Elementary School Principals**
1615 Duke Street
Alexandria, VA 22314
(703) 684-3345

PRINT RESOURCES

❑ Bolton, D. L. (1980). ***Evaluating administrative personnel in school systems.*** New York: Teachers College Press.

In the foreword of Bolton's book, Kenneth McIntyre compares evaluating school personnel to "attempting to do the impossible by measuring the unmeasurable in situations that are uncontrollable, resulting in plans that are unworkable and decisions that are untenable." He concludes by saying that a sound system for evaluating administrative personnel will never be easy to implement but that Bolton makes such a process manageable.

In the first chapter, Bolton discusses evaluation, and in the next three chapters, he presents his three-phase evaluation model: 1) Planning for Evaluation; 2) Collecting Information; and 3) Using Information. In Chapter 5, he assesses the evaluation process, and in the final chapter, he gives applications and examples. Of particular interest is the model diagrammed on page 40. As he works through the model, he repeats the diagram several times so the reader does not constantly have to turn back to consult it.

The last 85 pages of the final chapter consist entirely of lists, schedules, forms, and checklists covering responsibilities, activities, setting goals and objectives, measurement scales, summary and reporting documents, and planning. Diagrams, tables, and end-of chapter summaries make the content easy to absorb.

❑ Brown, G. J. & Hawkins, J. (1988). **Positive confirmation: Empowering others.** *Contemporary Education,* 26(1), 73-81.

This article discusses actions that promote confirmation and empowerment of parents, students, and teachers to improve the learning climate. The school principal plays a pivotal role in generating a positive atmosphere that encourages such actions.

❑ Costello, R. W. (1987). **Improving student achievement by overcoming teacher isolation.** *Clearing House,* 61(2), 91-93.

This article outlines the processes by which students at Lawrence Central High School in Indiana improved academically through the teaming of two teachers in a particular subject area, and hence, the reduction of teacher isolation.

❑ Cummings, C. (1983). ***Managing to teach.*** Edmonds, WA: Teaching, Inc.

The focus of this book is managing the classroom through effective use of quantity and quality time. Cummings argues that time on task by itself is as inappropriate a measure of teacher effectiveness as quality time by itself; there must be a balance for total-child learning.

PRINT RESOURCES

Written in an easy-to-follow conversational tone, the 11 chapters deal with time to teach, beginning the school year, teaching a management system, eliminating dead time through transitions, the law of least intervention, learning in cooperative groups, attitudes, accountability through questioning, motivating students, brain research and teaching, and measuring quality and quantity time. The book is full of diagrams, forms, quotations, examples, charts, and humorous drawings. It is the kind of book that teachers so often request: "Give me something I can do in the classroom Monday morning."

❑ Davis, A. & Odden, A. (1986). **How state instructional improvement programs affect teachers and principals.** *Phi Delta Kappan,* 67, 590-93.

This article describes two Arkansas and Maryland elementary schools, studied by the Education Commission of the States, that developed effective instructional improvement programs despite minimal budgets and staff. It concludes that state education agencies can significantly improve schools through training programs that transcend traditional teacher-administrator divisions and that develop a common instructional language.

❑ ***Effective instructional management*** *(1990).* Arlington, VA: American Association of School Administrators.

If improving instruction is at the top of your agenda, put this book at the top of your reading list. You'll find a gold mine of ideas on planning methods, needs assessments, leadership, the role of the teacher, and methods of determining results. This book is unique in taking instructional improvement from theory to action – ideal for administrators, teachers, board members and every member of the educational team.

❑ ***Effective teaching... Observations from research*** *(1990).* Arlington, VA: American Association of School Administrators.

This concise, fact-filled booklet summarizes the research in this field and is designed to be used in conjunction with the demonstration videotape, *Every Child...A Promise: A Tribute to Effective Teaching.* After viewing the videotape with your staff, distribute booklets to generate discussions on how to improve instruction in your school.

❑ Glatthorn, A. A. (1984). ***Differentiated supervision.*** Alexandria, VA: Association for Supervision and Curriculum Development.

This book is based on the premise that teachers should have some choice about the kind of supervision they receive. Differentiated supervision is based primarily on a

PRINT RESOURCES

teacher's choice rather than on someone's perception of his or her growth state. Glatthorn suggests four types of supervision: clinical supervision, cooperative professional development, self-directed development, and administrative monitoring.

Clinical supervision involves a pre-conference, observation, and post-conference and is recommended for new and marginal teachers. Cooperative professional development is a collegial process in which a small group of teachers agree to work together for their own professional growth. Self-directed development allows the individual teacher to work independently on professional growth concerns. Administrative monitoring occurs as an administrator makes brief, unannounced visits to ensure that the teachers are carrying out assignments and responsibilities in a professional manner. Each type of supervision is explained in terms of its process and the research that supports it.

❑ Glickman, C. D. (1981). ***Developmental supervision: Alternate practices for helping teachers improve instruction.*** Alexandria, VA: Association of Supervision and Curriculum Development.

The theme of this book is that no one supervisory approach works for all. Just as children are different and require varied teaching methods, teachers are different, too. Citing the work of Maslow and Erikson, among others, Glickman suggests that teacher differences are based on developmental stages. He points out that development is based on identified stages that are hierarchical (built on each other) and that individuals will have different rates of movement through these stages.

Using two elements of teacher effectiveness – level of commitment and ability to think abstractly – as intersecting axes, Glickman suggests four quadrants of developmental categories: 1) teacher dropouts; 2) unfocused workers; 3) analytical observers; and 4) professionals. He offers a ten-step Supervisory Behavior Continuum that ranges from non-directive through collaborative to directive supervision. Using anecdotal case studies, he gives suggestions for matching stages of teacher development with appropriate supervisory behavior.

❑ Goldhammer, R., Anderson, R. H. & Krajewski, R. J. (1980). ***Clinical supervision: Special methods for the supervision of teachers, (2nd ed.).*** New York: Holt, Rinehart, and Winston.

Although the term "clinical supervision" was not coined by Robert Goldhammer, it is his model that has set the standard for clinical supervision through the last two decades. The first two chapters of this book discuss clinical supervision and supervisor role responsibilities. In Chapter 3, the model is presented. It consists of five stages: 1) preobservation conference; 2) observation; 3) analysis and strategy; 4) supervision conference; and 5) postconference analysis. Chapters 4-10 give an in-depth look at each of the stages, while Chapters 11 and 12 discuss the present and future of the clinical supervision process.

PRINT RESOURCES

If a principal has not been trained in clinical supervision or an adaptation of the model, then he or she should find the information presented in chapters three through ten extremely valuable. The appendix provides an overview of the clinical supervision cycle in outline form, and is an excellent summary of the process and its purposes.

❑ Good, T. L. & Good, J. E. (1984). ***Looking in classrooms***. New York: Harper & Row .

This book places an emphasis on classroom teaching. The authors cite research which shows that teachers are often unaware of much of their classroom behavior and that sometimes this causes them to use inappropriate, self-defeating behavior. The authors offer several techniques teachers can use to heighten this awareness so they can respond more effectively to students' needs.

Strategies are presented to help teachers, principals, and supervisors become skilled at classroom observations. Also offered are information, concepts, and findings that can be used to improve instruction. The authors review recent research on teacher expectations, teacher modeling, classroom management, classroom organization, and classroom instruction.

The book seems to be useful in two ways: it can be read straight through and valued for its information, and/or it can be studied slowly and carefully, with time spent on the activities and exercises for practice.

❑ Hunter, M. (1980). **Six types of supervisory conferences.** *Educational Leadership,* 37(5), 408-412.

Hunter suggests four generalizations about the different purposes and outcomes of supervisory conferences: 1) Supervisory conferences have two discrete functions – instructional and evaluative; 2) Supervisory conferences should have one primary purpose; 3) Principles of learning that apply to students also apply to teachers; and 4) Teaching is behavior and can best be improved by analysis of that behavior.

Instructional conferences represent five of the six types of conferences discussed in the article. The evaluative conference is the sixth type. Hunter identifies each type of instructional conference by its primary purpose:

1. Type A conferences identify and explain, through research-based reasons, a teacher's effective behaviors so he or she can recognize and deliberately use them again.
2. Type B conferences encourage the development of a repertoire of teacher responses so he or she is not limited to the same few again and again.
3. Type C conferences encourage a teacher to identify the parts of the lesson he or she did not find satisfactory, with the goal of reducing or eliminating future unsatisfactory outcomes.

PRINT RESOURCES

4. Type D conferences identify the less satisfactory aspects of a teacher's lesson that is not evident to him or her.
5. Type E conferences promote continuing growth of excellent teachers.
6. Evaluative conferences are the summation of results of a series of instructional conferences.

❑ McCarthy, B. (1987). ***The 4MAT system: Teaching to learning styles with right/left mode techniques.*** Barrington, IL: Excel.

In this marvelous book, information is presented in small doses on pages chock full of drawings and diagrams. Part I tells about learning styles and how to reach all four during instruction. Part II tells about the differences and the connections in right and left brain processing. Part III gives the complete model: teaching to all four learning styles using right and left mode techniques. Part IV offers sample lessons for primary, elementary, middle, and high school students.

The 4MAT System is a model for teaching based on research from many fields: learning styles, right and left brain dominance, creativity, effective management, art, and dance. The unusual presentation of the material is designed – and destined – to make the reader learn and remember.

❑ Scott, J. J. & Smith, J. C. (1987). ***From isolation to collaboration: Improving the work environment of teaching.*** Eugene, OR: ERIC Clearinghouse on Educational Management.

Using numerous examples of actual schools and teachers at work, this 85-page paper examines the work environment of teaching, focusing especially on the interactions among the adults in schools. Teacher collegiality and involvement in decision making are two characteristics of "collaborative schools," whose norms encourage teachers to work together to improve the practice of teaching. The final chapter suggests ways for principals to promote collaborative norms and practices in their schools.

❑ Sergiovanni, T. J. & Starran, R. J. (1988). ***Supervision: Human perspectives (4th ed.).*** New York: McGraw-Hill.

Now in its fourth edition, this book has been used as a textbook in graduate level supervision courses since 1971, and with good reason. It brings to the administrator and would-be administrator the research, theories, movements, practices, and philosophies of management and supervision from Frederick Taylor's scientific management at the turn of the century to the concept of empowerment which is moving supervision and leadership into the 1990's.

PRINT RESOURCES

The current edition is divided into four parts. The six chapters of **Part 1, Human Resources Supervision,** deal with perspectives for supervision; a theoretical framework; the organizational context of bureaucracy, power, and politics; building a climate; faculty and school culture; and teacher motivation and supervisory effectiveness. The three chapters of **Part 2, Human Resources Supervision and Leadership,** look at leadership behavior as it relates to supervisory effectiveness; substantive theories of leadership; and the moral implications of supervision. The four chapters of **Part 3, Human Resources and Educational Leadership,** present an educational platform for supervision; models of supervisory advocacy; curriculum concerns; and, the purposes and processes of program evaluation. The six chapters in **Part 4, A Human Resources Approach to Staff Development, Clinical Supervision, and Teacher Evaluation,** give a theoretical basis for clinical supervision; information on classroom effectiveness; clinical supervision as it relates to teacher evaluation; supervision as staff development; and human resources supervision as an active voice in school reform.

❑ Smith, S. C. & Piele, P. K. (1989). ***School leadership: Handbook for excellence (2nd ed.).*** Eugene, OR: ERIC Clearinghouse on Educational Management.

This handbook suggests the knowledge, structure, and skills necessary for a leader to inspire all members of the school community to work together toward the goal of an excellent education for every student. Rather than summarizing research findings as an end in itself, each chapter includes one or more sections that spell out implications, recommendations, or guidelines for putting knowledge into practice. Adding to the book's practical focus are many examples and case studies of actual school programs or school leaders at work.

The book is also highly readable. Each chapter is a simple yet detailed exposition of ideas on the topic , free of jargon and technical data. **Part 1, The Person** includes chapters on: Portrait of a Leader; Leadership Styles; Training and Selecting School Leaders; and, Two Special Cases: Women and Blacks. **Part 2, The Structure** includes chapters on: School-Based Management; Team Management; Participative Decision Making; and, School Climate. **Part 3, The Skills** includes chapters on: Leading the Instructional Program; Leading the Instructional Staff; Communicating; Building Coalitions; Leading Meetings; Managing Time and Stress; and, Managing Conflict.

❑ ***Time on task*** (1982). Arlington, VA: American Association of School Administrators.

This book cites research showing large discrepancies in the amount of time spent on instruction in American schools. The research links time with learning and indicates breakdowns of time into decreasing amounts: allocated time, instructional time, engaged time, and academic learning time.

PRINT RESOURCES

The book discusses elements which impact time on task: outside interruptions, student characteristics (e.g., discipline, absenteeism), and teacher characteristics (e.g., planning, instructional approaches). The appendix offers a step-by-step approach to time on task, including forms for observation and record keeping.

❑ Weber, J. R. (1987). ***Instructional leadership: A composite working model.*** Eugene, OR: ERIC Clearinghouse on Educational Management.

This synthesis translates research findings on instructional leadership into a working model for practitioners – principals, assistant principals, teachers, and others. "Working model" means a cluster of areas of concern in instructional leadership that can be discussed as specific behaviors, that is, as a leader's responses to real situations in real schools.

❑ Weber, J. R. (1987). ***Teacher evaluation as a strategy for improving instruction.*** Eugene, OR: ERIC Clearinghouse on Educational Management.

A state-of-the-art survey, this 65-page paper begins with a review of the common practices of teacher evaluation and the alternative approaches developed since the 1960's. Then, the separate problems of the main participants in the process are analyzed, beginning with evaluators and proceeding to teachers. Finally, attention turns to the mechanics of assessment and the recycling of results to stimulate teacher development.

MEDIA RESOURCES

❑ Another Set of Eyes

This videotape set offers techniques for classroom observation. A 1-hour tape shows six new techniques for observing and recording student/teacher interactions in the classroom: 1) Selective Verbatim – objective data about any aspect of verbal behavior, such as student questioning; 2) Verbal Flow – identifying which students participate in class discussions; 3) At Task – student at-task behavior; 4) Class Traffic – how teachers in shop, lab, or art classes cover all the students in the class; 5) Interaction Analysis – revealing hidden patterns of teachers' interactions with students; and 6) Global Scan – providing ways for supervisors to give teachers general feedback on class behavior. A 30-minute tape and 80-page Leader's Guide offer activities for practicing the new skills.

ASCD
Tape 1: 1 hr., Tape 2: 30 min., VHS/Beta

❑ Another Set of Eyes Conferencing Skills

The first tape in this three-tape set shows supervisors how to take the confrontation out of teacher/supervisor conferencing with these conferencing techniques: Trust-Building Skills, Questioning Skills, Responding Skills, and Empowering Skills. The two practice tapes show the coaching process in action. The first tape shows an elementary teacher and principal, while the second shows a high school teacher and supervisor. Each tape models the supervision process: Preconference, Classroom Observation, and Postconference. Arthur Costa and Robert Garmston give teachers a new framework to apply self-assessment: Planning, Teaching, Reflecting and Analyzing, and Applying.

ASCD
3 tapes, 40 min. each, VHS/Beta

❑ Coaching For Improved Teaching – Dr. Ted Forte

This nine-videotape series consists of five 30-minute instructional programs and four observation programs of varying lengths. There is also a viewer guide. This series demonstrates a model for a continuing process of observation and evaluation that makes the teacher and supervisor partners in the quest for better teaching and better learning. It is not tied to any particular teaching model, but can be used with any agreed-upon model of effective teaching. The five instructional programs provide a step-by-step guide to observing a teacher in the classroom: taking meaningful notes, analyzing those notes, planning and conducting an instructional conference, and critiquing the effectiveness of the conference. The remaining four tapes show actual, unrehearsed classroom sessions: fourth grade math, sixth grade writing, high school English, and high school history.

KET Enterprise (KY Educational TV)
9 tapes, various lengths, VHS/Beta

MEDIA RESOURCES

❑ Every Child . . . A Promise: A Tribute to Effective Teaching

This outstanding video program features excellent teachers on the job. It is designed to be used in conjunction with the booklet, *Effective Teaching ... Observations from Research.* Use the program to instill pride and encourage even better job performance among your teachers.

American Association of School Principals
VHS, 1990

❑ Improving Teacher Performance

This comprehensive 16-hour video seminar shows practical and realistic examples of how to handle difficult post-observation conference situations. The program includes a 75-page participant resource notebook, 8 hours of videotape showing how to handle difficult situations, 8 hours of seminar activities coordinated with the demonstration tape, and a facilitator's guide.

Professional Development Institute
Tapes, participant book, and facilitator book

❑ Madeline Hunter Instructional Tapes: Mastery Teaching

This is a series of twenty 15-minute tapes on Mastery Teaching produced by Dr. Hunter at UCLA:

1. *Decisions in Teaching* explains that all teaching decisions fall into categories: what is to be taught, what the student will do to learn and to demonstrate that learning, and what the teacher will do to increase the probability of learning.
2. *Increasing Their Motivation, Part 1* describes the three factors affecting motivation: level of concern, feeling tone, and success.
3. *Increasing Their Motivation, Part 2* describes and then illustrates in classroom episodes, additional classroom factors which increase motivation.
4. *Getting Them Set To Learn* includes developing an anticipatory set for the ensuing learning, then letting the students know the objective for the day's class and why it is important to them.
5. *Providing Information* explains that information can be provided by lecture, media, or direct experience.
6. *Teaching To Both Halves Of The Brain* shows how recent brain research is translated into principles to guide effective chalkboard use.
7. *Modeling What You Mean* shows that the power of the model, something the student can perceive in the classroom, depends on whether that model possesses important characteristics.

MEDIA RESOURCES

8. *Making Material Meaningful* describes characteristics of teaching examples which promote this transfer of the past knowledge to present learning.
9. *Checking Their Understanding* introduces effective techniques for checking students' understanding without a lot of paper correcting.
10. *Practicing Doesn't Make Perfect* states that in order for practice to be effective in improving performance, critical questions must be asked and answered when the teacher is designing that practice.
11. *Guiding Their Initial Practice* explains that mistakes at the beginning of learning are more permanent than mistakes made later on. It describes techniques for guiding initial practice.
12. *Extending Their Thinking* describes the techniques for eliciting Bloom's six levels of cognition. It stresses the incremental nature of such thinking so comprehension becomes the launching pad for problem solving and creativity.
13. *Dignifying Errors To Promote Learning* demonstrates ways of dealing with an error so the student learns the correct response but maintains dignity.
14. *Using Time To Achieve More Learning* identifies ways to use transition times, which otherwise would be wasted, to increase students' learning and remembering.
15. *Teaching So They Remember* introduces, then illustrates, factors that promote retention of material: meaning, feeling tone, degree of original learning, practice schedule, and transfer.
16. *Teaching For Transfer* stresses that transfer is the "heart and core" of all problem solving, decision making, and creativity. It explains how transfer shortens the time necessary for new learning.
17. *Putting It All Together* follows a science lesson which has been telescoped and illustrates the classroom effectiveness of principles of learning.
18. *Putting It All Together: Physical Education* follows a physical education class which has been telescoped to illustrate the classroom effectiveness of principles of learning which are applied to physical education.
19. *Putting It All Together: Written Language* follows a lesson in grammar which has been telescoped to illustrate the effectiveness of principles of learning applied to writing and punctuation.
20. *Putting It All Together: Literature* follows a lesson in literature which has been telescoped to illustrate a teacher's use of learning principles.

TIP Publications
20 tapes, 15 min. each
VHS, 1982

MEDIA RESOURCES

❑ Managing To Teach

Two 60-minute videotapes offer six lessons of approximately 20 minutes each on classroom management for secondary teachers. The tapes feature Carol Cummings, Ph.D., and include classroom examples of some of the characteristics of effective classroom managers. The lessons deal with teaching routines, holding students accountable, maintaining a positive feeling tone, using cooperative team learning, presenting information, and modeling enthusiasm. Cummings' book, *Managing To Teach,* is included with each order.

Teaching, Inc.
Two 60-min. tapes (6 lessons, 20 min. each), VHS

❑ Peering in on Peers

These four 60-minute tapes provide the opportunity to improve classroom observation and conferencing skills while coaching teachers to improve instruction. Each tape shows a 30-minute lesson plus a conference with the teacher. Carol Cummings' book, *Peering in on Peers,* is included with the tapes. The tapes, labeled A-D, can be ordered individually. Each has a different focus: A – elementary language arts, reinforcement conference, conference with coach; B – elementary music, growth conference; C – junior high science, reinforcement conference; and D – senior high English, growth conference.

Teaching, Inc.
4 tapes, 60 min. each, VHS

❑ Teacher Performance Evaluation Cycle

With the six videotapes and accompanying training materials, evaluators learn how to base classroom observations on a research validated process. The first two tapes provide step-by-step procedures for analyzing teaching strategies and behaviors with more objective data-gathering, for relying on research-based conclusions about effective teaching, and for performing both ongoing and end of-year evaluations that satisfy the teacher's goals and the school division's requirements. This two-tape set includes a Leader's Guide and an Instructional Materials Booklet.

The remaining four tapes show teaching episodes in 20-30 minute lessons: 1) eighth grade drama; 2) English as a second language; 3) eighth grade science; and 4) elementary special education. An additional 1-hour videotape can be ordered separately. It has five more classroom examples: third grade reading, high school industrial arts, sixth grade social studies, first grade reading, and high school art.

ASCD
6 tapes, various lengths
VHS/Beta

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Chapter 4

Skill Area #3:

Staff Development

SELECTED PROGRAMS

❑ Effective Schools Training

In order to meet the mandates of the South Carolina Education Improvement Act, the South Carolina Department of Education established an Effective Schools Training program. Its purpose is to provide district and school administrators the knowledge and skills necessary to produce more effective schools. To accomplish this purpose, research on the indicators, educational change, staff development, and effective management is translated into practical activities at the school. The Department of Education trains district and school trainers in the implementation of this effective school methodology. This district team then trains other school administrators and teachers to implement school improvement processes.

Effective Schools Training uses a summer institute and additional training modules to deliver content and to allow for skill development, practice, feedback and coaching of the trainers. The summer institute curriculum includes effective management, school culture, effective staff development, creative problem solving, and managing change. The remaining training modules are 1-day sessions conducted at approximately 6-week intervals during the school year. These modules are Using the Effective Schools Research, Monitoring for Meaning, In-School Teams and Structured Meetings, Moving Into Action, Peer Coaching, and Evaluation and Maintenance.

Contact: **Coordinator, Effective Schools Training**
Office of Leadership and School Improvement
South Carolina Department of Education
Columbia, SC 29201
(803) 734-8571

❑ Enhancing Trainer Style

This 5-day program is designed for professionals who want to sharpen skills in the training process. Through experimentation, self-assessment, and feedback, participants examine individual style and its impact, enhance interpersonal relationship skills, and increase ability to help others develop learning and applications from experience based activities.

Contact: **University Associates Consulting and Training Services**
8380 Miramar Mall, Suite 232
San Diego, CA 92121
(619) 552-8901

❑ /I/D/E/A/ Principals' Inservice Program

This 2-year program focuses on professional development, school improvement, and continuous personal renewal through the creation and maintenance of a collegial support group. A group of six to ten local principal-participants meets monthly with a trained facilitator in the collegial support group. Through a se-

SELECTED PROGRAMS

quence of processes and group-generated activities based on the four anticipated program outcomes, the collegial support group becomes a peer-review and resource panel. The anticipated program outcomes become the program elements: Professional Development, School Improvement, Collegial Support, and Continuous Improvement.

The Principals' Inservice Program was piloted in 1978-79 with groups of rural, suburban, and urban principals and then introduced to school districts across the nation as more group facilitators have been specially trained. As of 1986, the program had expanded to include 300 facilitators leading collegial support groups with more than 3,000 principals from 28 states and three foreign countries. Training sites are offered where there is sufficient demand.

Contact: **/I/D/E/A/**
Institute for Development of Educational Activities, Inc.
259 Regency Ridge
Dayton, OH 45459
(513) 434-6969

❑ The Maryland Professional Development Academy

The Staff Development Branch of the Maryland State Department of Education operates the Maryland Professional Development Academy. It was founded in 1977 to provide school-based administrators with high quality training relevant to their professional roles. The Academy has focused primarily on helping principals improve their instructional leadership, increase teaching effectiveness, reduce student disruption, and achieve equity.

All MPDA institutes are comprehensive staff development programs designed from a specific training model based on theories of adult learning, the change process, and instructional leadership. A typical institute has 10 days of training spread over a full year. There are several expectations to which participants must commit: attendance and full participation in all training sessions, development and implementation of an action plan, participation in coaching teams and networking groups, and a willingness to role play and practice teach in front of colleagues. Participants can earn inservice credit and apply for grants to implement their action plans in their home schools.

Contact: **MPDA Coordinator**
Staff Development Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
(301) 333-2173

SELECTED PROGRAMS

❑ National and Maryland Staff Development Council programs

The National Staff Development Council is the largest education group focusing exclusively on staff development. NSDC members come from districts and schools, universities and state departments of education from all over the United States and several foreign countries. In addition to an annual conference solely about staff development, the National Council also sponsors for its members one- and two-day workshops on Effective Staff Development Practices and on Skill Building. Members also receive a quarterly journal, a monthly newsletter, and access to a computer network. The Maryland Staff Development Council coordinates efforts within Maryland and provides numerous networking activities and resources.

Contact: **National Staff Development Council**
P.O. Box 240
Oxford, OH 45056
1-800-727-7288

Maryland Staff Development Council
c/o Jim Henkelman
University of Maryland
College Park, MD 20732
(301) 454-8729

❑ National Network of Principals' Centers

In 1982, representatives of pioneer organizations in the principals' center movement established the National Network. Its purpose is to foster the exchange of ideas and facilitate professional communication among principals' centers and leadership academies across the United States and several foreign countries. It is self governing with advisory board members drawn from school principals, university and school educators, state officials, and others. It helps strengthen individual centers by building a collegial network of support and by providing information to help members learn more about one another's programs and practices. Funding comes from the Danforth Foundation.

The 1988 Directory lists more than 100 Principals' Centers in 38 states, the District of Columbia, and four foreign countries.

Among Network activities is the Annual Conversation where Network members come together to discuss common issues and learn from one another. A journal, *Reflections,* is published annually from articles contributed by principals, staff developers, and principals' center staff members. The Network also publishes a directory of member centers, with contact persons and summary descriptions of

SELECTED PROGRAMS

each center. *Newsnotes,* the Network's newsletter, announces programs, conferences, workshops, and special interest items. Training programs are a common feature of individual principals' centers throughout the network.

Contact: **Project Administrator**
National Network of Principals' Centers
Harvard Graduate School of Education
336 Gutman Library
6 Appian Way
Cambridge, MA 02138
(617) 495-9812

❑ Training for the Trainers

This 9-day training program was designed and provided for staff developers from all school districts in Maryland. The program was conducted over a 3-year period and included approximately 100 participants. The program provided training in the nature of adult learners, assessing training needs, developing designs, platform training skills, evaluation, and problem solving in the training setting. Information about program content and material is available.

Contact: **Center Director**
Maryland LEAD Center
Benjamin Building
University of Maryland
College Park, MD 20742
(301) 405-3591

❑ Training of Trainers for School-Based Administrators

The importance of the role of the principal as staff developer to achieve individual and school improvement cannot be overstated. This workshop is designed to prepare principals to provide effective inservice training. Participants will become familiar with the process of change and theory of adult learning, increase knowledge of issues in training, and acquire methods to analyze needs. They will review designs and discuss setting the stage, monitoring delivery, planning for contingencies, giving feedback, and preventing inservice problems. Participants will also analyze the short- and long-term impact of training and explore available resources. For a list of topics and consultants, contact the program coordinator.

Contact: **Administrative Program Coordinator**
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3481

PRINT RESOURCES

❑ ***ASCD yearbook: Staff development/organization development.*** (1981). Alexandria VA: Association for Supervision and Curriculum Development.

This book follows the standard format for ASCD Yearbooks: a collection of articles by knowledgeable authorities in the field. The articles are discrete and self-contained while at the same time interrelated.

In Chapter 1, Betty Dillon-Peterson traces the history and growth of Staff Development and Organization Development. In Chapter 2, Richard H. Bents and Kenneth R. Howey present frameworks from which we can approach adult learning. In Chapter 3, Albert E. Roark and Wallace E. Davis, Jr. bring together the literature on organization development and suggest its application for staff development. In Chapter 4, Fred H. Wood, Steven R. Thompson, and Sister Frances Russell synthesize research and opinion from many sources to come up with a plan for designing and implementing inservice programs. In Chapter 5, Daniel L. Duke and Lyn Corno examine paradigms for designing the evaluation of staff development systems and initiatives. And in Chapter 6, Bruce Joyce describes a staff development scenario for the future.

❑ Behling, H. E., Jr. (1982). ***Better learning programs: What andragogy can tell us.*** Baltimore, MD: Staff Development Branch, Maryland State Department of Education.

This paper was originally presented at a conference on Professional Development held at Harper's Ferry, West Virginia. Behling discusses the differences in andragogy (teaching adults) and pedagogy (teaching children). He finds differences in the learners themselves, in their experiences, their readiness to learn, and their orientations to learning.

There are several factors that must be considered when planning an adult education program. The learning climate, both physical and psychological, must put the learners at ease. Diagnosis of needs and ability should be done jointly between the learner and the teacher. The planning of the program should also involve the learner. The learner assumes an active role in the learning process, sharing it with the teacher, while still allowing the teacher to have the leadership. And evaluation becomes a mutually experienced process which leads to a rediagnosis of learning needs rather than a grade.

Behling goes on to describe the effective conditions of adult learning and traits of the effective teacher of adults. Both his introduction and his final paragraph make the point that attention to adult learning principles might lead to better learning programs not only for adults but also for young people as well, especially where the teacher is questioning the traditional modes of instruction.

PRINT RESOURCES

- Blanchard, K., Zigarmi, P. & Zigarmi, D. (1985). ***Leadership and the one minute manager: Increasing effectiveness through situational leadership.*** New York: William Morrow.

  As with other books in the *One Minute Manager* library, this one is extremely easy to read. It is presented in the conversational style first introduced in the *One Minute Manager*. Through dialogue and stories, the authors present their information quickly and efficiently. This book combines the tenets of situational leadership with those of one-minute managing. It is a painless way to learn or review both concepts.

- Blumberg, A. & Greenfield, W. (1986). ***The effective principal: Perspectives on school leadership.*** Needham Heights, MA: Allyn & Bacon, Longwood Division.

  This book is packed with useful insights that will help principals to more successfully confront day-to-day frustrations and accomplish long-term goals. It offers personal perspectives on leadership and work-life from eight successful elementary and secondary principals through in-depth interviews earlier in their careers, then follow-up surveys nine years later to examine how job status, attitudes, and objectives changed over the period. Real life examples illustrate how particular problem-solving and leadership techniques work to improve job performance, ease stress, and more. Whole chapters also cover value conflicts that face principals, trends in their education, effective leadership behavior, and more.

- Blumberg, A. (1989). ***School administration as a craft: Foundations of practice.*** Needham Heights, MA: Allyn & Bacon, Longwood Division.

  This landmark book challenges school administrators to re-think their approach to the practice of school administration. In a dramatic departure from the popular positions of administration as art or science, noted author Arthur Blumberg proposes that a more appropriate metaphor would be craft. Based on real life experiences and interviews, this book brings a totally new understanding of the nature of school administration to light and demonstrates how administrators can put this unique theory into practice.

- Burke, P. J., Christensen, J. C., & Fessler, R. (1984). ***Teacher career stages: Implications for staff development.*** Bloomington, IN: Phi Delta Kappa.

  The authors of this PDK Fastback #214 dismiss the idea of career ladders for teachers as an administrative device to enhance the status of teaching by establishing a hierarchy of responsibility, hence salary. They suggest the concept of teacher career stages and offer a Teacher Career Cycle Model.

PRINT RESOURCES

At the center of their model is an eight-spoke Career Cycle wheel. It is influenced on one side by a six-spoke Organizational Environment wheel and on the other by a six-spoke Personal Environment wheel. The authors discuss the "spokes" of the three wheels and present scenarios of four teachers as they work their ways through certain career stages around the wheels. They follow with principles of adult learning and implications for inservice education.

The first 22 pages are informational and not very controversial. It is page 23 which departs from standard program-planning fare. Of the four implications drawn from their model, three suggest broadening the concept of staff development and professional growth to include support systems to assist with teachers' personal problems, not just their professional competencies. They acknowledge in their Summary that what they have presented is speculative and is based on their attempt to apply new structure to the existing literature.

❑ Caldwell, S. D & Wood, F. H. (1988). **School based improvement - Are we ready?** *Educational Leadership,* 46(2), 50-53.

Based on extensive procedure and policy reviews and on interviews with district administrators and staff development personnel in four school districts, this article identifies some promising procedures for managing school-based improvements within a district. This process, with specific administrative assignments, is discussed in detail.

❑ Davis, L. N. (1974). ***Planning, conducting, and evaluating workshops.*** San Diego, CA: University Associates.

This book includes extensive information to help workshop leaders plan and carry out all the important aspects of a training function. Simple, straightforward suggestions and tips are given to guide planning programs – including room diagrams, checklists, agendas, and evaluation samples.

❑ Doggett, M. (1987). **Staff development: Eight leadership behaviors for principals.** *NASSP Bulletin,* 71(497), 1-2, 4-10.

This article discusses how secondary principals can promote staff development by adopting eight instructional leadership behaviors that promote teacher involvement, exhibit knowledge of the field, establish high standards, maintain high principal visibility, recognize achievement, and encourage change.

PRINT RESOURCES

❑ Fielding, G. D. & Del Schalock, H. (1985). ***Promoting the professional development of teachers and administrators.*** Eugene, OR: ERIC Clearinghouse on Educational Management.

This book highlights important findings and guidelines that have emerged from five years of research at the University of Oregon's Center for Educational Policy and Management (CEPM) concerning the continued professional development of school personnel. Discussion of research methodology is brief so that attention centers on broad concepts, major findings, and practical implications. The final section of the book presents guidelines for choosing or designing staff development programs and implementing them in schools.

❑ Gall, M. D. & Renchler, R. S. (1985). ***Effective staff development for teachers: A research-based model.*** Eugene, OR: ERIC Clearinghouse on Educational Management.

What practices distinguish effective staff development programs for teachers from those shown to be less effective ? This 50-page monograph lists 27 dimensions for comparing effective inservice programs with less effective programs. At the beginning of the book, a table conveniently lists the 27 dimensions, the effective practices associated with each dimension, and the research basis for validating their effectiveness. The chapters that follow provide a full description of each dimension, a discussion of the effective practices, and a brief review of the research. The final chapter offers detailed case studies of three exemplary school district staff development programs.

❑ Harris, B. (1989). ***In-service education for staff development.*** Needham Heights, MA: Allyn & Bacon, Longwood Division.

Here's all the help you need to plan, design, direct, and evaluate in-service education programs – expert guidance and hands-on ideas for enhancing staff competence, increasing acceptance levels of current in-service education programs, and improving growth rates for both individual and group training. Chapters 1 and 2 provide the rationale, historical context, and motivation to improve staff performance. Chapters 9 and 10 help you translate the principles of in-service training into the broader context of law, policy, and the educational change process. The remaining seven chapters give you practical guidance for designing , delivering, and evaluating planned training programs that suit your needs.

❑ Huddle, E. (1986). **All that glitters isn't gold: Four steps to school improvement.** *NASSP Bulletin,* 71(499).

This article outlines step-by-step considerations for school improvement using staff development as a key ingredient. The practical ideas and thoughtful cautions are presented in a useful, understandable manner.

PRINT RESOURCES

❑ Hunter, M. (1976). ***Improved instruction: Take 10 staff meetings as directed.*** El Segundo, CA: TIP Publications.

The premise of this book is that successful student achievement is based on teacher competence, and competence is based on what a teacher does, not what a teacher is. This book presents a staff development plan for improving teacher competence and ten lesson plans for l-hour faculty meeting inservice programs. Each lesson plan has a long-range objective and several objectives for its particular meeting. The information which will be the meat of the program is included and can be presented to teachers orally or made available for them to read prior to the meeting. There are also discussion questions and preparation tips for presenters as well as responsibilities for administrators. Dr. Hunter suggests that these lessons be used only as frameworks to be adapted to a faculty's specific situation.

The lessons are: 1) Improving students' behavior; 2) Increasing students' motivation to learn; 3) Extending students' thinking; 4) Designing effective practice; 5) Changing waiting time to learning time; 6) Teaching to achieve independent learners; 7) Giving effective directions; 8) Using aides/volunteers in the classroom; 9) Improving parent conferences; and 10) Developing discriminators, tattling or reporting?

The information on these topics is valuable by itself whether or not the staff development procedures are followed.

❑ Joyce, B. & Showers, B. (1980). **Improving inservice training: The messages of research.** *Educational Leadership,* 36(5), 379-385.

After 2 years of examining research on the ability of teachers to gain new teaching skills and strategies, Joyce and Showers uncovered three messages. First, teachers are good learners and can acquire new skills and fine tune existing skills. The second and third messages are related: (2) certain conditions that are necessary to the learning of these skills are not present in most inservice situations; however, (3) the research base tells us what these conditions are.

Joyce and Showers analyzed more than 200 studies and were able to identify four levels of impact from training: awareness, the acquisition of concepts or organized knowledge, the learning of principles and skills, and the ability to apply those principles and skills in problem-solving activities. They also identified five components of training: presentation of theory, demonstration of skills, practice in simulated or classroom settings, structured and open-ended feedback about performance, and in-classroom assistance (coaching) for application of new skills. They point out in the article that no single study used all five components and measured effects at all four levels of impact. They go on to discuss the effectiveness of the components and their levels of impact and the effectiveness of combinations of components. They suggest that this information can and should be used to design staff development activities for classroom personnel.

PRINT RESOURCES

❑ Joyce, B. & Showers, B. (1988). ***Student achievement through staff development.*** New York: Longman

In the table of contents of this book, each chapter title is followed by a paragraph that gives the flavor of the chapter. The paragraph for "Coda: A Matter of Will" following the last chapter seems to sum up Joyce and Showers' philosophy: "We believe that a strong staff development system can be developed within the current organization and within current fiscal resources. The key may be the aspiration to have much more effective schools and the will to bring about much stronger staff development for all personnel."

The authors present a comprehensive staff development model and the rationale behind its structure and development. They focus on the planning of a comprehensive system and the governance, design, and implementation of specific programs within that system. Their many recommendations are based on the study of a wide range of staff development programs, research on teachers and teaching, information about the workplace, research on how teachers learn, and ideas about how to design effective programs. This information, much of it technical, is all presented in the thirteen chapters of the book.

The Coda (the finale), however, is almost spiritual in its message of hope and belief. It might be a good idea to read the Coda at the beginning instead of the end. It describes a small school in India and its students who would be considered poor and backward by American standards, yet who achieve "from the bullock cart to the space age in just 10 years." The authors were inspired by this little school and others like it "because those people just don't seem to know when they are licked. They do not psych themselves out of the game. And they succeed for the simplest of reasons—because students can learn and schools can teach."

❑ Krupp, J. A. (1981). ***Adult development: Implications for staff development.*** Colchester CT: Adult Development Center, Project RISE (Regional In-Service Education).

In Dr. Krupp's words, "This book is a chart of the sea of life. To board the ship of staff development without such a navigation aid is to run into reefs and shoals that could be avoided." It is her contention that educators have an obligation to develop the whole teacher, just as teachers have the obligation to develop the whole child. Her book, based on research, divides the adult years into eight developmental stages which are bracketed by approximate and often overlapping ages: 1) late teens and early twenties, 17 to 22-24; 2) the twenties, 23 to 28; 3) age-30 transition, 28-30 to 35; 4) the thirties, 33-35 to 40; 5) age-40 transition, 40 to 45-47; 6) late middle adulthood, 45-47 to 50; 7) the fifties, 50 to 60; and 8) sixty plus, 60 to retirement.

Seeing adulthood as a time of continual development and change, she identifies four characteristics of life changes. First, they are age linked but not age specific; they are related to the age of an individual but are not tied to a specific age. Second,

they are sequential, not hierarchical; it is not better to be any one age rather than any other age. Third, these changes overlap and connect to create an organic whole; how life tasks are met and resolved at one stage affects the next stage. And last, they are all pervasive; changes in one area of life affect other areas as well. After each stage is defined and described, implications for staff development are presented. The book is easy to read and should be easy to use.

❑ LaPlant, J. C. (1986). **Collegial support for professional development and school improvement.** *Theory Into Practice,* 25(3), 185-90.

This article advances the premise that the collegial support model for professional development has the potential not only for changing the behavior of principals but perhaps even for restructuring the ways schools are run. The Institute for Development of Educational Activities Principals' Inservice Program is reviewed.

❑ Levine, S. (1989). ***Promoting adult growth in schools: The promise of professional development.*** Needham Heights, MA: Allyn & Bacon, Longwood Division.

Here's your complete – and completely readable – guide to understanding the relationship between adult growth patterns and professional development. This book gives you a unique look at adult development and how it affects professional growth for teachers, staff and administrators – by applying the ideas about adult growth to specific programs and practices for professional development. In it you read about the real-life experiences of four elementary school teachers as graphic illustrations of how an understanding of developmental theory can foster professional growth and satisfaction.

❑ **National Staff Development Council Publications**

NSDC is the largest education group focusing exclusively on staff development. Its members come from districts, schools, universities, and state departments of education across America and several foreign countries. In addition to conferences, workshops, computer networks, and consultations, NSDC also offers regular publications to its members. *The Journal of Staff Development* is a highly informational quarterly publication. *The Developer* is an eight-page monthly newsletter that stays current on staff development news and features. NSDC also maintains an inventory of books, papers, and audio and video tapes for member purchase. A toll-free number provides further information: 1-800-727-7288.

PRINT RESOURCES

- Orlich, D. (1989). ***Staff development: Enhancing human potential.*** Needham Heights, MA: Allyn & Bacon, Longwood Division.

  Use this book as a guide to establish or evaluate your school district's staff development program. This is a practical resource for the practitioner because, among other important features, it includes checklists for assessing current conditions, a needs assessment chapter, and a full chapter on incentives. A wide array of staff development techniques are discussed allowing you to adapt and apply the most applicable ones to your own local needs. The entire spectrum of inservice education is covered with an emphasis on one, important unifying theme: enhancement of all human potential.

- Scott, J. J. & Smith, S. C. (1987). ***From isolation to collaboration: Improving the work environment of teaching.*** Eugene, OR: ERIC Clearinghouse on Educational Management.

  Using numerous examples of actual schools and teachers at work, this 85-page paper examines the work environment of teaching, focusing especially on the interactions among the adults in schools. Teacher collegiality and involvement in decision making are two characteristics of "collaborative schools," whose norms encourage teachers to work together to improve the practice of teaching. The final chapter suggests ways for principals to promote collaborative norms and practices in their schools.

- Weber, J. R. (1987). ***Instructional leadership: A composite working model.*** Eugene, OR: ERIC Clearinghouse on Educational Management.

  This synthesis translates research findings on instructional leadership into a working model for practitioners – principals, assistant principals, teachers, and others. "Working model" means a cluster of areas of concern in instructional leadership that can be discussed as specific behaviors, that is, as a leader's responses to real situations in real schools.

- Weber, J. R. (1987). ***Teacher evaluation as a strategy for improving instruction.*** Eugene, OR: ERIC Clearinghouse on Educational Management.

  A state-of-the-art survey, this 65-page paper begins with a review of the common practices of teacher evaluation and the alternative approaches developed since the 1960's. Then, the separate problems of the main participants in the process are analyzed, beginning with evaluators and proceeding to teachers. Finally, attention turns to the mechanics of assessment and the recycling of results to stimulate teacher development.

MEDIA RESOURCES

❑ Bennis on Leadership

Warren Bennis is a renowned scholar, professor, author, and speaker. In these videotapes, he describes four competencies that are fundamental to successful leadership, giving examples and anecdotes from his extensive study.

Wilson Learning Corp. and University Associates
2 hrs., VHS

❑ Building One Minute Management Skills

This entertaining video uses clips from popular movies *(Star Wars, The Karate Kid, 12 O'clock High, Young Frankenstein, Butch Cassidy and the Sundance Kid, Rocky,* and others) to illustrate effective and not so effective ways to use the three secrets of the One Minute Manager. A Leader's Guide and a Study Guide/Action Planner are also available.

Blanchard Training and Development
45 min., VHS

❑ Growth States of Learners Videotape

This is the final tape in an 11-tape series entitled *Teaching*. It was made in Howard County, Maryland, and features Bruce Joyce with a cadre of Howard County teachers who are participating in a staff development model called Coaching.

In this tape, Joyce describes the five growth states of teachers based on his research with Michael McKibbin:

1. Omnivores - As the most active state, these learners actively use every aspect of formal and informal systems that are available to them.
2. Active Consumers - As partial omnivores, these learners have essentially the same characteristics as omnivores but over only one or two domains of activity.
3. Passive Consumers - These learners are there when opportunity presents itself but rarely seek or initiate new activities.
4. Resistors - These "learners" are not likely to seek out new training and may actually resist suggested or mandatory training either actively or surreptitiously.
5. Withdrawns - These "learners" become involved in training only when a great deal of outside energy has been expended on them. They may actively push away or simply avoid the system altogether whenever they can get away with it.

MEDIA RESOURCES

Effective staff development programs must take into account the growth states of all learners and attempt to provide experiences which first meet them where they are and then move them forward.

Teacher Effectiveness Associates
28 min., VHS, 1983

❑ A Passion For Excellence

Tom Peters takes a close look at superior quality customer service, innovation, creativity, and passionate, caring leadership. These are all important qualities for the school-based leader as well as the business-based leader.

Blanchard Training and Development
63 min., VHS

❑ School Improvement Through Staff Development

In this tape, trainer Dennis Sparks talks to principals and teachers and explains the importance of school improvement. He tells how to plan for training and emphasizes the need for involving staff members in planning and leadership. Recognizing that teachers are the most important resource in education, he describes the advantages of school-based improvement.

ASCD
30 min., VHS

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Chapter 5

Skill Area #4:

Planning and Goal Setting

SELECTED PROGRAMS

❑ The Association for Quality and Participation

The Association was founded in 1977 as the International Association of Quality Circles to provide guidance and direction to companies interested in implementing quality circles programs as a means of improving both quality and productivity. Now known as the Association for Quality and Participation (AQP), it is the only organization devoted solely to providing service to the growing employee involvement movement and leadership in promoting greater quality awareness and improved organizational performance through employee involvement efforts.

In addition to an annual spring conference and a fall forum, the AQP offers professional education courses designed for every level of an organization's employee involvement program. Course titles include *Team Evaluation and Measurement; Group Process Consultation: Applications for Participative Managers; Self-Managing Teams: Their Design and Implementation; Strengthening Employee Participation in the Unionized Work Organization; Activating Management Support; The Human Side of Work; Kaizen: The Process of Continuous Improvement;* and *Total Quality Management Systems.* Non-members may register for courses but must pay a higher rate than members pay. Membership is available for individuals and organizations at four levels of benefits.

Contact: **AQP Membership Department**
801-B West Eighth Street, Suite 501
Cincinnati, OH 45203
(513) 381-1959

❑ Doing Strategic Planning

This 3-day training program on strategic planning will help participants learn how to design, facilitate, and carry out planning. Using real organizational examples, participants experience the planning process as both a long-range and short-range decision-making process.

Contact: **University Associates Consulting & Training Services**
8380 Miramar Mall, Suite 232
San Diego, CA 92121
(619) 552-8901

❑ Executive Management Program (Development Needs Inventory)

The developers of this program call it a "behavioral approach to management development." It is based on the assumption that some management practices get better results than others. It features the use of a growth assessment tool as a way to precisely pinpoint management needs by an individual manager or a management group. This tool focuses on behavior descriptions, not attitudes or personality traits.

The skill areas addressed by the program are Leadership (participative style, assertiveness, interpersonal relations, influence, motivational skills, disciplinary action,

SELECTED PROGRAMS

delegation), Initiative, Planning, Controlling, Decision Making, Communications, Time Organization, Motivational Level, Personal Growth, and Development of Subordinates.

This long-term self-study program begins with a three-hour group orientation during which the trainer explains the process and hands out the inventory materials. Participants receive multiple copies of inventory materials once they have identified how many persons they will ask to rate them on the instrument. After the orientation, each participant's raters fill out computer cards and return them as instructed. Some three to four weeks later, the participant group meets again, this time for a full-day session of analysis. The trainer explains the results of the inventory to participants and gives each person two copies of the computer printout: one for him or herself and the other to share with a colleague or superior in a coaching relationship. Each participant chooses four of the skill areas for self-study and personal growth. He or she can follow the self-study procedures in the participant manual or can participate in an optional seminar series. Each of the four areas gets six weeks of study. At the end of six months, participants come back to the group for a reassessment. At this point, they can choose four more items if they wish, and begin the process all over again.

Contact: **Jack Parr Associates, Inc.**
917 East Prescott Road
P.O. Box 1335
Salina, KS 67402-1335
(913) 827-0404

❑ /I/D/E/A/ Principals' Inservice Program

This 2-year program focuses on professional development, school improvement, and continuous personal renewal through the creation and maintenance of a collegial support group. A group of six to ten local principal-participants meets monthly with a trained facilitator. Through a sequence of processes and group-generated activities based on the four anticipated program outcomes, the collegial support group becomes a peer-review and resource panel. The anticipated program outcomes become the program elements: Professional Development, School Improvement, Collegial Support, and Continuous Improvement.

The Principals' Inservice Program was piloted in 1978-79 with groups of rural, suburban, and urban principals and then introduced to school districts across the nation as more group facilitators have been specially trained. As of 1986, the program has expanded to include 300 facilitators leading collegial support groups with more than 3,000 principals from 28 states and three foreign countries. Training sites are offered where there is sufficient demand.

Contact: **/I/D/E/A/ Institute for Development of Ed. Activities, Inc.**
259 Regency Ridge
Dayton, OH 45459
(513) 434-6969

SELECTED PROGRAMS

❑ Managing Strategic Change: University Associates Consulting and Training Services

In the late 1960's, University Associates formed a consulting and training division to help develop internal human resource practitioners. UA's consulting and training programs focus on four areas of expertise in helping organizations manage strategic change:

1. Applied Strategic Planning – strategic planning and implementation, vision and mission definition, tactical planning and budgeting, project management, and more.
2. Leadership of Change – organization-wide change, transition management, executive team building and counseling, implementing change strategies, executive leadership of change, productivity, organization design and effectiveness, and more.
3. Applied Performance Management – performance management/appraisal systems, reward systems, coaching and counseling, recruiting and selection decisions, career development, and more.
4. Theory and Practice of Human Resource Development – includes managing the HR/HRD function, facilitating organization change, training and development needs analysis, executive/management development, group dynamics, workshop evaluation systems, and more.

UA offers six different methods of delivery in providing strategic change management assistance: consulting assistance, customized training and development, public workshops and seminars, annual conferences, HRD intern program, and University Associates Publishing. The current UA catalog lists and describes all public workshops and seminars scheduled during the season covered by the catalog.

Contact: **UA Consulting and Training Service**
8380 Miramar Mall, Suite 232
San Diego, CA 92121
(619) 552-8901

❑ The Maryland Professional Development Academy

The Staff Development Branch of the Maryland State Department of Education operates the Maryland Professional Development Academy (MPDA). It was founded in 1977 to provide school-based administrators with high quality training relevant to their professional roles. The Academy has focused primarily on helping principals improve their instructional leadership, increase teaching effectiveness, reduce student disruption, and achieve equity.

SELECTED PROGRAMS

All MPDA institutes are comprehensive staff development programs designed from a specific training model based on theories of adult learning, the change process, and instructional leadership. A typical institute has ten days of training spread over a full year.

There are several expectations to which participants must commit: attendance and full participation in all training sessions, development and implementation of an action plan, participation in coaching teams and networking groups, and a willingness to role play and practice teach in front of colleagues. Participants can earn inservice credit and can apply for grants to implement their action plans in their individual schools.

Contact: **MPDA Coordinator**
Staff Development Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
(301) 333-2173

❑ National Academy for School Executives

In conjunction with the American Association of School Administrators, the National Academy for School Executives (NASE) conducts numerous 1-5 day seminars and institutes on topics in this area of interest. The programs are usually conducted by practicing school administrators. Topics are listed in periodic brochures.

Contact: **National Academy for School Executives**
1801 North Moore Street
Arlington, VA 22209-9988
(703) 528-0700

PRINT RESOURCES

❑ Allison, D. J. & Ononye, G. C. (1986). **MBO in education - How to apply management objectives to schools and school systems.** *Education Canada,* 26(1), 40-45.

The authors discuss management by objectives as a sound organizational process that has great potential as an administrative tool in education systems. They provide definitions, stress the participative nature of the process, cite successful examples of MBO in schools, and describe six conditions for the successful implementation of MBO.

❑ Bennis, W. (1989). ***Why leaders can't lead.*** San Francisco, CA: Jossey-Bass Inc.

"Why Leaders Can't Lead," Warren Bennis writes, "is an analysis of the problems facing anyone who tries to take charge of an organization – of whatever kind – and effect change. The book offers those engaged in the day-to-day tasks of leadership specific suggestions – not only on how to keep routine, which absorbs time and energy like a sponge, form sapping their ability to make a real impact." In 1976, Bennis wrote *The Unconscious Conspiracy* to expose the hidden obstacles in our organizations – and in society at large – that conspired against good leadership. Now, in his new book, he reveals that the unconscious conspiracy that is keeping our leaders from taking charge has grown worse. This, as he says in the preface, is the bad news. The good news is that Bennis is able to share the new understanding he and others have gained of how leaders can effectively take charge and overcome the forces working against them.

❑ Black, J. A. & English, F. W. (1986). ***What They Don't Tell You In Schools of Education About School Administration.*** Lancaster, PA: Technomic Publishing Co., Inc.

In their preface, the authors state, "The last thing our profession needs is yet another textbook on educational administration." Then they go on to explain how their book is different, how it deals with the real world of unwritten rules and street smarts. They insist it is unlike any other book ever written on the subject before; "it is about swimming with sharks – and surviving."

The titles of the major sections and the chapters under them give a hint to the book's unusual approach.

I. Power and the Context of School Administration: Power and Politics; Are You Ready to Play the Game ?; Bureaucracies, Babus, and Baksheesh.

II. Connections: The Community; The PTA; The Staff; The Media; Students.

III. The Career Ladder: Career Planning – The Legend of the "Chairs"; Resumes, Headhunters, and Interviewing; Academics and Abecedarians.

PRINT RESOURCES

IV. Getting the Job Done Right: The Job vs. the Job Description; Ploys to Avoid; Hiring, Shifting, and Firing; The Emmetropia of Evaluation; Budget Skullduggery; Textbook Tyranny, Curriculum Chicanery, and Testing Insanity.

V. Adversaries and Friends: Secretaries and Custodians; Unions; The Lunatic Fringe; Arch Rivals and Competitors.

VI. Surviving: Knowing Who is the Boss; Staying in Power and Staying Power; Idealism vs. Ideology.

❑ Crandall, D. P. et al. (1986). **Strategic planning issues that bear on the success of school improvement efforts.** *Educational Administration Quarterly,* 22(3), 21-53.

This article presents findings from studies that provide guidelines to policy makers and administrators on a range of issues related to school improvement. The first set of issues deals with deciding upon the nature of the desired changes. The second set deals with planning how to proceed.

❑ ***Desert survival simulation*** (1987). Plymouth, MI: Human Synergistics.

This is a four-page training activity in group planning and problem solving. Participants work alone and then in small groups, ranking 15 items on a list to survive in the desert. The trainer processes the activity to illustrate effective planning.

❑ Ford, D. L., Jr. & Nemiroff, P. M. (1975). **Applied group problem solving: The nominal group technique.** *Annual Handbook for Group Facilitators.* San Diego, CA: University Associates.

This article provides a strategy for group planning and problem solving. Participants enhance the generation, exploration, and communication of ideas in a structured manner, requiring individual written lists of output, sharing, and prioritizing. The process provides an orderly mechanism for obtaining information from individuals in a small group setting.

❑ Garfield, C. A. (1985). ***Peak performance.*** New York: Warner Books.

Wilt Chamberlain is quoted on the cover of this book as saying, "..As a businessman and an athlete, I can pay it no higher compliment than to say it will do for sports what *In Search of Excellence* did for business."

The book is subtitled "Mental Training Techniques of the World's Greatest Athletes." Garfield cites a Soviet study conducted prior to the 1980 Winter Games in

PRINT RESOURCES

Lake Placid in which four matched groups of world-class Soviet athletes trained rigorously for many hours each week. In Group 1, the training was 100% physical; in Group 2, 75% physical and 25% mental; in Group 3, 50% physical and 50% mental; and in Group 4, 25% physical and 75% mental. When the performances of the groups were compared, it was found that Group 4 had an accelerated rate of improvement.

Garfield outlines the mental training techniques that brought about this result and gives credit to the Soviets for sharing them. While the text of his book is geared mainly to athletes, Garfield follows each lesson with its practical applications to other aspects of life. He quotes one of the athletes who trained with him: "Excellence is never limited to the playing field. Of necessity, it becomes a way of life."

Six lessons are reviewed: Sports Motivation Analysis, Unveiling Your Mission, Voluntary Relaxation, Mental Rehearsal, Athletic Poise, and Letting Go. They lead to skill in goal setting, mental imagery, setting high expectations, and controlling concentration and physical intensity.

Even if Garfield did not suggest applications of these techniques to one's personal and private lives, any reader could easily make the connection. An administrator would likely find this book extremely valuable, not only to himself or herself personally, but also for the contribution it can make to his/her leadership of others.

❑ Hagstrom, D., (Ed.). (1988). ***Reflections.*** Cambridge, MA: The National Network of Principals' Centers.

This is the annual publication of the National Network of Principals' Centers. In the 1988 edition, 24 articles are presented under three major headings: Beginnings, Sharing Craft Knowledge, and Doing What Works. The first two paragraphs of the editor's introduction provide the flavor of the publication:

> Welcome to the third edition of Reflections. Again this year, these pages bring to readers a collection of reflective essays and commentary focused on the work of principals. The entire collection of papers is framed by a common interest in principals' centers. Persons interested in the growth and development of principals' centers will find this collection to be especially helpful and informative. Those seeking to understand why principals want and need centers will find these papers fascinating.
>
> Again this year, the writing styles include everything from the academic to the metaphorical. Some thoughts are long, others shorter. Some are written by center directors, others by practicing principals, and still others by interested observers. For anyone involved in the professional development of principals, the stories here will be familiar. We expect that they will capture your attention long enough to provoke thought, questions, and discussion.

As long as financially possible, copies of the journal are available at no cost to Network members and others.

PRINT RESOURCES

❑ Joyce, B. R., Hersh, R. H. & McKibbin, M. (1983). ***The structure of school improvement.*** New York: Longman.

The authors call their work a "realistic, long-term approach to the problem of school improvement." They define structure as "the pattern of relationships among the many individual components of school change: administrative leadership, teacher effectiveness, curriculum improvement, and community involvement."

They suggest a three-stage structure to effect school improvement. Stage One, Refining, initiates the process. Tasks include organizing responsible parties, using effectiveness criteria, and improving the social climate of the school. Stage Two, Renovating, establishes the process. Its tasks include expanding the scope of improvement, stressing staff development, and improving curriculum areas. Stage Three, Redesigning, expands the scope of the school improvement process. Tasks include examining the mission of the school, studying technologies, scrutinizing the organizational structure, and developing a long-term plan.

❑ Keefe, J. W. (1989). **Assessing the environment of your school: The NASSP CASE Model.** *NASSP Bulletin,* 73(515), 35-43.

The National Association of Secondary School Principals' Comprehensive Assessment of School Environment (CASE) Model is an important first step toward making an information management system available to schools. It can provide principals with a tool analogous to spreadsheet planning programs used by business executives.

❑ Manasse, A. L. (1984). **Principals as leaders of high performing systems.** *Educational Leadership,* 41(5), 42-46.

Manasse suggests that organizational vision is essential for effective leadership whether in a corporation or a school. Not only does the effective leader understand growth and change in the system and have a vision of a better future, he or she also has the skills necessary to bring all the individuals and subsystems into alignment so that all work toward a common goal.

She reviews recent research into high-performing systems, managerial behavior, and leadership. Like high performing leaders in the private sector, she says, principals of successful schools have a vision of what their schools should be and of their roles in achieving. She defines and describes "purposing" behavior of effective principals: a personal vision of their school as they want it to be; development of an action agenda toward implementing the vision; management of the goal-setting process to generate commitment to the vision; expert information-sensing and analysis skills to develop agendas, monitor programs and behavior, and provide feedback; and appropriate use of conflict resolution and problem-solving skills as dictated by the information-sensing activities.

PRINT RESOURCES

The literature seems to support the assumption that leadership implies change. This suggests that school boards and communities who are serious about supporting effective principals must be prepared for "boat rockers" rather than those who strive for the status quo.

❑ Mauriel, J. J. (1989). ***Strategic leadership for schools.*** San Francisco, CA: Jossey-Bass, Inc.

In this new book, John J. Mauriel explains how local school administrators can provide the strategic leadership needed to plan and implement significant change in their districts. Drawing on the best strategic planning and marketing strategies from the corporate world, Mauriel describes how administrators can lead their districts through every phase of strategic change – from assessing the needs of their communities and preparing a meaningful vision statement to making specific changes in curriculum and designing evaluation systems to ensure ongoing improvement.

Part One: Developing an Effective Strategy includes Strategic Leadership: A Framework for Orchestrating Successful Change Efforts; Major Challenges Facing Schools Today; Recognizing Opportunities and Threats; Assessing the School District's Capabilities and Limitations; Discovering What Constituencies Want from Schools; and Formulating a Strategic Plan. **Part Two: Implementing the Strategy** includes Gaining Support for Change: The Politics of Strategic Leadership; Developing a Marketing Plan; and Instructional Leadership: Providing Quality Educational Services. **Part Three: Evaluating and Revising the Strategy** includes Leading School Systems Through Transitions; Accountability: Determining How Much Performance Is Improving; and Leading Schools into the Future: Managing the Ongoing Process of Strategic Change.

❑ McKay, A. B. (1985). ***Smithers elementary school planning simulation.*** Silver Spring, MD: Leadership and Management Training, Inc.

This ten-page simulation gives extensive data about a school. Participants study the information, identify problems, and set goals and plans for improving the school over a 2-year period.

❑ Peters, T. J. & Waterman, R. H. (1982). ***In search of excellence.*** New York: Harper & Row.

In Search of Excellence has become one of the best known books on management in America. Its subtitle, "Lessons From America's Best Run Companies," gives a key to its approach. Peters and Waterman researched 62 American corporations in their search for excellent companies – and they found some.

PRINT RESOURCES

Eight attributes emerged to characterize excellent companies: 1) A bias for action, for getting on with it; 2) Closeness to the customer, learning from the people they serve; 3) Autonomy and entrepreneurship, fostering many leaders and innovators throughout the organization; 4) Productivity through people, treating the rank and file as the root source of quality and productivity gain; 5) Hands-on, value driven, management with high visibility of company heads and a strong adherence to basic values; 6) Sticking to the knitting, doing what one knows how to do; 7) Simple form, lean staff, with uncomplicated organizational structures and pared-down top management levels; and 8) Simultaneous loose-tight properties, tolerating the ambiguity of loose organization in some areas and a tight adherence to policy and procedure in others.

The twelve chapters are unevenly divided among three parts: The Saving Remnant (ch. 1), Toward New Theory (ch. 2 & 3), and Back to the Basics (ch. 4-12). Each of the eight attributes becomes a chapter title in Part Three.

❑ Sampson, H. L. (1987). **Renewing your organization with your employees' help.** *School Business Affairs,* 53(10), 12-14.

Improving school district operating effectiveness and efficiency through organizational renewal involves the following: 1) a review of how the district makes plans; 2) consideration of the organizational structure; and 3) a human resources review. In all phases, providing for employee input should produce widespread benefits to the organization.

❑ Snyder, K. J. & Anderson, R. H. (1988). **Blueprints for your great school transformation. Stop tinkering and start altering.** *School Administrator,* 45(11), 22-23.

Organizational transformation, rather than improvement, is fast becoming the focus as dynamic and energetic leaders open new frontiers in work life and productivity. Schools can move beyond tinkering with structures and processes by creating a vision of school greatness. Experiments with professional partnerships in Florida and Minnesota are praised in this article.

❑ Weick, K. E. (1982). **Administering education in loosely coupled schools.** *Phi Delta Kappan,* 63(10), 673-676.

Weick argues that schools are not like other organizations and that they need to be managed differently. He coined the term "loose coupling" to describe an organizational structure which relies on loose ties among its elements. A tightly coupled organization shares four characteristics: rules, agreement on what the rules are, a system of inspection to see if compliance occurs, and feedback designed to

PRINT RESOURCES

improve compliance. In a loosely coupled system, one or more of these characteristics is missing. He suggests that typically the missing component is either consensus on policies and procedures or frequent enough inspections to ensure that significant deviations can be spotted.

He describes other contrasts. Tightly coupled systems overreact to small disturbances – everyone is affected by everything – whereas loosely coupled systems underreact to large disturbances – no one is affected by anything. In tightly coupled systems, small changes spread too far, but in loosely coupled systems, large changes don't spread far enough. People in loosely coupled systems are interdependent, but the ties among these people are weaker, more unpredictable, and more intermittent than seems to be true of people in other types of organizations in which information and directives spread more rapidly and behavioral deviations are dealt with more quickly.

Weick suggests that the administrator of a loosely coupled system, e.g., a school, must centralize the system on its key values and decentralize it on everything else. Continuous communication of a central vision and the provision of retreats and workshops are examples of centralized activities. He also suggests other communication and human interaction strategies.

MEDIA RESOURCES

❑ Applied Strategic Planning

This video presentation of University Associates' Applied Strategic Planning Model provides new techniques to facilitate planning. Concisely and with clarity, Dr. Pfeiffer provides an overview of the model and explains how to use it.

University Associates
35 min., VHS, 1988

❑ Bill Cook's Strategic Planning for America's Schools

This comprehensive four-tape video program "tells you everything you need to know about strategic planning." Dr. Bill Cook describes and illustrates the powerful components of strategic planning as well as the process and discipline required for success.

AASA
4 tapes, 20 min. each, VHS

❑ Discovering the Future: The Business of Paradigms

Paradigms are rules we take for granted – our most basic assumptions about how we live and work. Paradigms help us to evaluate and organize new information quickly. The "old way" of doing something may seem like the "only way." This tape points out that we can be blinded to new ideas, opportunities, and solutions.

Charthouse Learning Corp.
38 min., VHS

❑ Planning and the Management Process

This video shows planning as a basic ingredient of successful management and illustrates the concept through business examples. Without successful planning, other stages of management – including staffing, organizing, controlling, and communicating – are limited.

The Corporation for Community College Television
30 min., VHS, 1982

❑ Planning-the Process

This straightforward video reviews and discusses the essential elements and techniques of planning. It provides a rationale for planning and numerous examples of using planning in the business world.

The Corporation for Community College Television
30 min., VHS, 1982

MEDIA RESOURCES

❑ The Power of Purpose (The Story of Terry Fox)

Christopher Plummer, narrator of the film, quotes George Bernard Shaw in the introduction: "I want to be thoroughly used up when I die." This sums up the attitude of Terry Fox, a quiet, shy 19 year-old Canadian college student, who learned that he had a malignant tumor of the right knee and that his leg had to be almost completely amputated. The night before the operation, Terry dreamed that he was running across Canada. After a year and a half of chemotherapy and rehabilitation and another year of training, Terry was ready to set out from Newfoundland to make his dream come true. He had hoped to raise a million dollars for cancer research, but actually raised over 24 million. His dream lives on as others now run "Terry Fox Marathons" in Canada and the United States for cancer research.

At first his journey was a lonely one, but after three months, two thousand miles and five million strides, he was greeted in Toronto by ten thousand cheering fans. He ran another thousand miles before a recurrence of the disease forced him off the road at Thunder Bay. This film documents the power of purpose in Terry Fox's life. He lived in the present, and his dream gave him something to strive for, something to live for.

Billy Budd Films, Inc.
24 min., 16mm/VHS

POTENTIAL CONSULTANTS

G. Cloyce Beehler
Principals' Academy
Maryland Professional Development Academy
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 333-2173

Robert Blum
School Improvement Program
Northwest Regional Educational Laboratory
101 SW Main Street, Suite 500
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Lyle Patzkowsky
1562 Dellsway Road
Baltimore, MD 21204
(301) 887-7524
(301) 296-1847

Chapter 6

Skill Area #5:

Problem Analysis

SELECTED PROGRAMS

❑ The Association for Quality and Participation

The Association was founded in 1977 as the International Association of Quality Circles to provide guidance and direction to companies interested in implementing quality circles programs as a means of improving both quality and productivity. Now known as the Association for Quality and Participation (AQP), it is the only organization devoted solely to providing service and leadership to the growing employee involvement movement in promoting greater quality awareness and improved organizational performance.

In addition to an annual spring conference and a fall forum, the AQP offers professional education courses designed for every level of an organization's employee involvement program. Course titles include *Team Evaluation and Measurement; Group Process Consultation: Applications for Participative Managers; Self-Managing Teams: Their Design and Implementation; Strengthening Employee Participation in the Unionized Work Organization; Activating Management Support; The Human Side of Work; Kaizen: The Process of Continuous Improvement;* and *Total Quality Management Systems.* Non-members may register for courses but must pay a higher rate than members pay. Membership is available for individuals and organizations at four levels of benefits.

Contact: **AQP Membership Department**
801-B West Eighth Street, Suite 501
Cincinnati, OH 45203
(513) 381-1959

❑ /I/D/E/A/ Principals' Inservice Program

This 2-year program focuses on professional development, school improvement, and continuous personal renewal through the creation and maintenance of a collegial support group. A group of six to ten local principal-participants meets monthly with a trained facilitator. Through a sequence of processes and group-generated activities based on the four anticipated program outcomes, the collegial support group becomes a peer-review and resource panel. The anticipated program outcomes become the program elements: Professional Development, School Improvement, Collegial Support, and Continuous Improvement.

The Principals' Inservice Program was piloted in 1978-79 with groups of rural, suburban, and urban principals and then introduced to school districts across the nation as more group facilitators have been specially trained. As of 1986, the program has expanded to include 300 facilitators leading collegial support groups with more than 3,000 principals from 28 states and three foreign countries. Training sites are offered where there is sufficient demand.

Contact: **/I/D/E/A/**
Institute for Development of Educational Activities, Inc.
259 Regency Ridge
Dayton, OH 45459
(513) 434-6969

SELECTED PROGRAMS

❑ Introduction to Administrative Leadership: Phase II

Introduction to Administrative Leadership: Phase II is a semester-long course with a total of 15 weekly 3-hour sessions. It touches on a number of areas related to administrative leadership and focuses on several major themes. Topics include decision making, problem solving, motivation, leadership, interpersonal communications, conflict management, time management, and stress management. Instruction consists of brief lectures, selected films, guest speakers, small and large group activities and discussion, simulation exercises, assigned readings, and written exercises. Information about the program is available from the coordinator.

Contact: **Administrative Program Coordinator**
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3481

❑ The Maryland Professional Development Academy

The Staff Development Branch of the Maryland State Department of Education operates the Maryland Professional Development Academy (MPDA). It was founded in 1977 to provide school-based administrators with high quality training relevant to their professional roles. The Academy has focused primarily on helping principals improve their instructional leadership, increase teaching effectiveness, reduce student disruption, and achieve equity.

All MPDA institutes are comprehensive staff development programs designed from a specific training model based on theories of adult learning, the change process, and instructional leadership. A typical institute has ten days of training spread over a full year. There are several expectations to which participants must commit: attendance and full participation in all training sessions, development and implementation of an action plan, participation in coaching teams and networking groups, and a willingness to role play and practice teach in front of colleagues. Participants can earn inservice credit and can apply for grants to implement their action plans in their individual schools.

Contact: **MPDA Coordinator**
Staff Development Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
(301) 333-2173

SELECTED PROGRAMS

❑ Problem Analysis

Certainly school principals can benefit from sharp analytical skills, and this training module developed by Dr. John S. Reynolds of Winthrop College, South Carolina, seeks nothing less than to solve problems. The program, requiring 20 training hours, introduces participants to various models of problem analysis and problem solving and promises they "will be exposed to and develop a reasonable understanding of the use of avoidance behavior in problem analysis."

Through many different activities, participants in the training program are exposed to a creative dimension of problem analysis, learning, the author says, that "people approach the same problems in different ways and that perception is part of problem analysis."

Contact: **Southeastern Educational Improvement Laboratory**
P.O. Box 12746
200 Park Offices, Suite 204
Research Triangle Park, NC 27709

❑ Problem Solving for Practical Innovation

This program is designed to combine practical applications and creative thinking techniques to add to existing skills and tools. Using the training group as a resource, participants have the opportunity to tackle actual problems they encounter in their present environments. Reviewing videotapes of these problem-solving sessions enables them to closely examine interactions and roles they and others assume in a problem-solving meeting.

The following issues are addressed: thinking needed to accept changes; skills that remove the mystique from creative thinking; setting a cooperative climate to develop beginning ideas before applying go/no-go decision making; refining the skill of how to present a new idea so it can be heard; growth in the ability to cultivate creative thinking and decision making; methods to provide balance between creative thinking and decision making; and strategies for staying on task and developing a plan of action with next steps.

Contact: **Staff Development**
Prince Georges County Public Schools
William Paca Staff Development Center
7801 Sheriff Road
Landover, MD 20785
(301) 386-1545

SELECTED PROGRAMS

❑ Springfield: Skill Development for School Leaders

The Springfield Program is a comprehensive long-term skill development program focusing on six critical generic school leadership skills for persons who are principals or assistant principals, potential school administrators, and/or participants in NASSP assessment and development activities. The skill dimensions are Problem Analysis, Judgment, Organizational Ability, Decisiveness, Leadership, and Sensitivity. The program is open to school persons who have been assessed in an NASSP Assessment Center or have been serving as principals for 5 years or less.

The structured program takes 15-20 weeks. There are 3 days of formal training at the beginning, then a 15-20 week inservice program on the job, and a 1-day formal follow-up session at the end. Long term mentor counseling, which varies with the needs of the participants, follows the structured program.

In the 3-day seminar at the beginning, 20 participants spend 1 day playing a preselected administrative role in the Springfield Simulated School District while being observed by a developmental mentor, an experienced successful educational administrator who has been specifically trained to provide one-on-one support to participants as they work on their individual professional development plans. After getting feedback and establishing developmental plans, participants return to their work settings and work on their plans for the next 15 weeks with continuing support and counsel from their developmental mentors. At the follow-up seminar, they share their experiences and accomplishments with each other for review and feedback and work with their mentors to update goals and development plans.

Contact: **NASSP**
Springfield Development Program
1904 Association Drive
Reston, VA 22091
(703) 860-0200

❑ Successful Internal Consulting

This 5-day training program equips participants to gather data, identify organizational problems, and plan change and problem-solving. The program is highly experiential and uses simulations, lecturettes, and discussion.

Contact: **University Associates Consulting and Training Services**
8380 Miramar Mall, Suite 232
San Diego, CA 92121
(619) 552-8901

PRINT RESOURCES

❑ Black, J. A. & English, F. W. (1986). ***What they don't tell you in schools of education about school administration.*** Lancaster, PA: Technomic Publishing Co., Inc.

In their preface, the authors state, "The last thing our profession needs is yet another textbook on educational administration." Then they go on to explain how their book is different, how it deals with the real world of unwritten rules and street smarts. They insist it is unlike any other book ever written on the subject before; "it is about swimming with sharks – and surviving."

The titles of the major sections and the chapters under them give a hint to the book's unusual approach.

I. Power and the Context of School Administration: Power and Politics; Are You Ready to Play the Game ?; Bureaucracies, Babus, and Baksheesh.

II. Connections: The Community; The PTA; The Staff; The Media; Students.

III. The Career Ladder: Career Planning—The Legend of the "Chairs"; Resumes, Headhunters, and Interviewing; Academics and Abecedarians.

IV. Getting the Job Done Right: The Job vs. the Job Description; Ploys to Avoid; Hiring, Shifting, and Firing; The Emmetropia of Evaluation; Budget Skulldug-gery; Textbook Tyranny, Curriculum Chicanery, and Testing Insanity.

V. Adversaries and Friends: Secretaries and Custodians; Unions; The Lunatic Fringe; Arch Rivals and Competitors.

VI. Surviving: Knowing Who is the Boss; Staying in Power and Staying Power; Idealism vs. Ideology.

❑ Clark, D. M. (1988). **School/business partnerships are too much talk and not enough performance.** *American School Board Journal,* 175(8), 33, 44.

Too many school/business partnerships focus on narrow, highly visible issues (like dropouts) without substantially improving schools' academic and vocational programs. Schools and community employers (including government agencies) should concentrate to reshape the total school program through planning, curriculum revision, staff development, upgraded equipment, and improved educational management.

PRINT RESOURCES

❑ Fisher, R. & Ury, W. (1981). ***Getting to yes: Negotiating agreement without giving in.*** Boston: Houghton Mifflin.

This is an easy-to-read book divided into three main sections and a brief conclusion. Part 1 describes and analyzes the problems faced by negotiators, whether in business dealings, government affairs, or everyday life. It describes the differences between a negotiator's position and his or her interests and states a ground rule: Don't bargain over positions.

Part 2 advances four more ground rules as it describes the method: Separate the people from the problem, focus on interests rather than positions, invent options for mutual gain, and insist on objective criteria.

Part 3, entitled "Yes, but...," describes what to do if the other side is more powerful, won't play, or uses dirty tricks. Specific examples and scenarios are given to illustrate the points. Very explicit wording is suggested to help defuse potential standoffs and to help parties back off from stated positions without losing face.

This book could be a valuable resource in a training program on conflict resolution or simply read and studied by an individual for personal and professional growth.

❑ Goodlad, J. I. (1984). ***A place called school.*** New York: McGraw-Hill.

In his preface, Goodlad says,

> Significant educational improvement of schooling, not mere tinkering, requires that we focus on entire schools, not just teachers or principals or curricula or organization or school-community relations but all of these and more. We might begin with one or several of these but it is essential to realize that all are interconnected and that changing any one element ultimately affects the others. Consequently, it is advisable to focus on one place where all of the elements come together. This is the individual school. If we are to improve it, we must understand it. If we are to improve schooling, we must improve individual schools.

He cites three purposes for the book: to understand this place called school, to develop an agenda for school improvement, and to impress on all of us the importance of approaching the improvement process with data that is relevant to a particular school. The opening chapter describes the massive study that went into the writing of the book and identifies some major themes that emerged in the analysis of the almost overwhelming volume of data that was gathered. These themes are a school's functions, its relevance, how teachers teach, the circumstances surrounding teaching, curriculum, the distribution of resources for learning, equity, the hidden curriculum, satisfaction, and the need for data. He identifies two additional themes which he considers all-pervasive: the concept of the school as the unit for improvement and, in a word, caring.

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Chapters 2 through 8 present the data in a writing style that falls somewhere between informational narrative and research reporting. Tables and graphs push the balance toward the formal end, but the use of personal pronouns and other personal references keep it from becoming unpleasantly scholarly. The chapter titles give an idea of the content: We Want it All; Beyond Academics; Inside Classrooms; Access to Knowledge; Teachers and the Circumstances of Teaching; What Schools and Classrooms Teach; and The Same But Different. Chapters 9 and 10, Improving the Schools We Have and Beyond the Schools We Have, put forward an agenda for school improvement. He suggests at the end that we really can reconstruct our schools if we approach the task as most nations, including ours, have approached wars – with the expectation of winning.

❑ Gottfredson, G. & Hollifield, J. H. (1988). **How to diagnose school climate: Pinpointing problems, planning change.** *NASSP Bulletin,* 72(506), 63-70.

Principals need sensitive measures of school climate to diagnose problems and monitor progress in overcoming them. This article discusses the Effective School Battery developed by Johns Hopkins University and used to describe individual schools in terms of 34 specific aspects of environmental, teacher, and student characteristics.

❑ Grimmett, P. P. (1987). **Contrasting approaches to school improvement.** *Clearing House,* 61(3), 108-11.

This article contrasts two models for bringing about school improvements: the Dissemination Efforts Supporting School Improvement (DESSI) model, and the school-based, problem-solving approach. The article notes that each model recommends an implementation plan, ongoing staff development, and a focus on academic goals and instruction.

❑ ***In-basket activities:*** Texas A&M Principals' Center

The Principals' Center at Texas A&M University sponsors an annual Principalship Institute as preservice training for aspiring principals. Center personnel have developed a set of materials for their institutes that both teach and assess skills.

Leaderless Group Exercises are role-play situations designed to enhance problem analysis, judgment, leadership, sensitivity, educational values, and oral communication. In one exercise, group members review the teacher evaluation process, and in another, they review the student reporting and grading policy.

In-Basket Activities set up a role play in which a principal has just come back from a several-day absence at a conference only to find his or her assistant(s) out for the day. It is late in this very hectic day when the principal finally gets to the in-basket on his or her desk. With only 2 hours of work time available because of subsequent

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meetings and obligations, the principal must work through the basket, prioritizing and responding to the letters, memos, and phone messages.

Challenge Exercises describe some very sticky situations that, of course, have no easily established single right or wrong answer. Participants work through these exercises in groups, following a set of analytical questions to help them assess and resolve the situation.

Stress Exercises present problem situations along with a time limit. Once a participant has been given a problem, he or she has 10 minutes to prepare questions about it, 15 minutes to ask these questions to a resource person, 10 minutes to prepare a report, and 10 minutes to present the report orally.

Planning Operations Exercises demonstrate problems in the relationship between those who design or create a plan and those who have to execute it. One such exercise is the Hollow Square. A four-person group, following some fairly specific guidelines, must assemble 16 oddly shaped pieces of cardboard into a square with a square hole. For more information, contact David Hinojosa at (409) 845-2766.

❑ Kepner, C. H. & Tregoe, B. B. (1965). ***The rational manager: A systematic approach to problem solving and decision making.*** New York: McGraw Hill.

A glance at the publication information might indicate that this book is dated, but one fundamental fact about management is not likely to change over time: the raw material of management is information. How a manager sifts through and processes this information is the subject of this book.

Through anecdotes, the first two chapters compare different individuals' problem-solving approaches and problem solving under pressure. Chapters 3 through 10 detail the problem-solving process: recognizing problems and picking the right ones to attack, specifying and describing the exact nature of the problem, searching for the cause of the problem by identifying and analyzing for distinctions and changes in the situation, finding the cause and testing it, applying this information to the job situation and making a decision, analyzing the decision, and anticipating future problems.

Easy-to-follow charts, tables, and diagrams join the easy-to-read text to make this book easy to use.

❑ Mager, R. F. & Pipe, P. (1970). ***Analyzing performance problems or you really oughta wanna.*** Belmont CA: Fearon Publishers.

When people don't do what we want them to do, we often assume they need more training or information. In some cases, this is the answer. In others, however, they know exactly what to do and how to do it, but decide not to for a variety of reasons. This book provides a simple flow chart for analyzing the cause of a performance discrepancy and a step-by-step procedure for finding solutions to the problem.

PRINT RESOURCES

The reader is taught to describe a performance discrepancy, to determine its importance, and to analyze whether it results from a skill deficiency. A "yes" answer regarding skill deficiency leads to one set of analyses and actions, while a "no" answer leads to another.

The book provides insights into human behavior that principals and other managers often miss in the heat of doing the job. Written in a comfortable conversational style, it can be read in an afternoon or evening. The flow chart is simple, explicit, and can be effectively shared with teachers in an inservice program as brief as an hour. Its usefulness extends to the management of a classroom or a family as well as a multinational corporation.

❑ Peterson, K. D. (1986). **Vision and problem finding in principals' work: Values and cognition in administration.** *Peabody Journal of Education,* 63(1), 87-106.

The article presents case studies of four principals and their "problem-finding" behavior (identifying and solving strategic organizational problems) and illustrates their roles and effectiveness in providing instructional leadership.

❑ Sprick, R. (1981). ***The solution book.*** Chicago, IL: Science Research Associates.

This book is subtitled "A Guide to Classroom Discipline." It has been designed to prevent most behavioral problems from occurring and to effectively manage those that do occur. The program offers specific information and techniques for managing a classroom and student behavior. If the teacher does not have a specific plan in mind, this book can help by providing step-by-step guidelines and procedures to assist in developing an effective management program.

The book, organized in a three-ring binder format, consists of three sections. The first contains nine topic booklets that will help the teacher set up and manage a positively structured classroom. Booklet titles are *Getting Started at the Beginning of the Year; Effective Reinforcement; Effective Punishment; Ignoring Misbehavior and Setting Goals for Student Behavior; Increasing Positive Interactions and Improving the Student's Self-Concept; Small-Group Instruction and Independent Seatwork; Techniques for Organizing and Presenting; Establishing a Discipline Plan;* and *Survival Skills for Teachers*. The second section contains 100 solution sheets, each suggesting a plan for solving behavior problems that commonly occur in the elementary grades. The third section consists of materials (checklists, charts, certificates, awards) that can be reproduced to help implement the techniques suggested in the booklets and solution sheets.

PRINT RESOURCES

This book is specifically designed for elementary school teachers; however, the information in both the booklets of section 1 and the solution sheets in section 2 is largely adaptable to secondary students. Much of the advice in the booklets is just plain good sense that every teacher ought to review. Common sense and experience will tell a teacher when and how—or whether—to adapt this material to his or her situation.

❑ ***University associates annual series (1972-1990).*** San Diego, CA: University Associates.

University Associates produce a series of handbooks and annuals which comprise a collection of structured activities developed and used by human relations trainers and group facilitators from all over the country. Some activities have such widespread use that authorship can no longer be determined. UA gives permission to reproduce this material for educational or training purposes but not for republication.

Each volume is organized in ascending order from simple to complex activities and the level of facilitator skill necessary. There are usually 24 or 25 activities in each volume of the handbook and 12 or 13 in each of the annuals. The numbers assigned to the exercises in these books stay the same through revisions, even when titles and details change.

The following items are related to this skill area:

- 1988: Left Brain/Right Brain Problem Solving
- 1983: A Guide to Problem Solving
- 1979: Finishing Unfinished Business: Creative Problem Solving
- 1978: Phases of Integrated Problem Solving
- 1978: Utilizing Human Resources: Individual vs. Group Approaches to Problem Solving and Decision Making
- 1975: Nominal Group Technique: An Applied Group Problem Solving Activity
- 1975: Problem Analysis Questionnaire

Most activities are adaptable to specific situations. Variations are provided for most, and facilitators are encouraged to experiment with additional variations. All necessary diagrams, inventories, work sheets, scoring sheets, and instructions are given. The language is usually clear and straightforward.

MEDIA RESOURCES

❑ The Abilene Paradox

When people are reluctant to disagree with others about an issue for fear of being ostracized for being different, they have actually made a decision. They have decided to vote to go along with the crowd instead of voting as they truly feel. This film uses human and down-home examples to portray the paradoxes in which we often find ourselves. And it shows how some critical life decisions can be made incorrectly when the people we consult are afraid to disagree. Viewers will learn to spot artificial agreements and to plan to avoid them.

CRM Films
27 min., VHS/16 mm

❑ Creative Problem Solving

This film offers specific tips about finding innovative, viable solutions to business and personal problems and shows managers how to obtain more creative output from others.

CRM Films
27 min., VHS/16 mm

❑ Group Dynamics: Groupthink

When groups meet frequently and are made up of people with similar tastes and backgrounds, they are prime candidates for the unique condition called "groupthink," a result of such strong group solidarity that members strive for agreement in a way that becomes self-censoring and prohibits any serious consideration of problems or negative consequences to any decisions they make. Using a stalled management meeting as the example, this film shows how groupthink limits and interferes with objective thinking. It also describes eight major pitfalls of group behavior and how to avoid them.

CRM Films
22 min., VHS/16 mm

❑ Problem Solving Strategies

This documentary features Synectics, Inc., and their unique problem solving labs which specialize in streamlined creative strategies for solving organizational problems.

CRM Films
28 min., VHS/16 mm

MEDIA RESOURCES

❑ Quality Circles: Problem-Solving Tools for Educators

This video will educate staff, parents, and board members about the necessity for better management practices in the school. Thirty minutes of videotaped statements by superintendents, high school principals, and a nationally known Quality Circle trainer describe an effective way to use Quality Circles.

ASCD
30 min., VHS

POTENTIAL CONSULTANTS

Leonore Cohen
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Chapter 7

Skill Area #6:

Decision Making

SELECTED PROGRAMS

❑ The Association for Quality and Participation

The Association was founded in 1977 as the International Association of Quality Circles to provide guidance and direction to companies interested in implementing quality circles programs as a means of improving both quality and productivity. Now known as the Association for Quality and Participation (AQP), it is the only organization devoted solely to providing service to the growing employee involvement movement. Its purpose is to provide leadership in promoting greater quality awareness and improved organizational performance through employee involvement efforts.

In addition to an annual spring conference and a fall forum, the AQP offers professional education courses designed for every level of an organization's employee involvement program. Course titles include *Team Evaluation and Measurement; Group Process Consultation: Applications for Participative Managers; Self-Managing Teams: Their Design and Implementation; Strengthening Employee Participation in the Unionized Work Organization; Activating Management Support; The Human Side of Work; Kaizen: The Process of Continuous Improvement;* and *Total Quality Management Systems.* Non-members may register for courses but must pay a higher rate than members pay. Membership is available for individuals and organizations at four levels of benefits.

Contact: **AQP Membership Department**
801-B West Eighth Street, Suite 501
Cincinnati, OH 45203
(513) 381-1959

❑ Decision Making

How do school principals make good decisions ? In this major program developed by Dr. John S. Reynolds of Winthrop College (SC), a $31\frac{1}{2}$-hour training module explores the process and method of making sound decisions based on factual information and logical assumptions. After this extensive training experience, says the author, participants will be able to express forcefulness when a decision is made and demonstrate the use of alternative action courses through the format of case studies.

Topics explored in detail include the basic nature of decision making in educational administration, necessary elements of decision making; the cyclical nature of decision making; conflict and stress; and special problems for decision makers. The materials are effective with groups up to 30 people, and are designed especially for administrative trainees.

Contact: **Southeastern Educational Improvement Laboratory**
P.O. Box 12746
200 Park Offices, Suite 204
Research Triangle Park, NC 27709

SELECTED PROGRAMS

❑ Executive Management Program (Development Needs Inventory)

The developers of this program call it a "behavioral approach to management development." It is based on the assumption that some management practices get better results than others. It features the use of a growth assessment tool as a way to precisely pinpoint management needs by an individual manager or a management group. This tool focuses on behavior descriptions only, not attitudes or personality traits. The skill areas addressed by the program are: Leadership (participative style, assertiveness, interpersonal relations, influence, motivational skills, disciplinary action, delegation); Initiative; Planning; Controlling; Decision Making; Communications; Time Organization; Motivational Level; Personal Growth; and, Development of Subordinates.

Central to the program is the growth assessment tool, the *Development Needs Inventory for Managers.* This is a booklet which contains 136 descriptive statements that apply to managerial behavior. A respondent is asked to rate each statement as it applies to the person being rated. A respondent might be rating him or herself, a superior, a peer, or a subordinate. The ratings are: A - very poor description; B - poor description; C - fair description; D - good description; or, E - very good description. Thus if a respondent thinks the statement he or she is reading is an excellent description of the person he or she is rating, that respondent would mark "E."

This long-term self-study program begins with a 3-hour group orientation during which the trainer explains the process and hands out the inventory materials. Participants receive multiple copies of inventory materials once they have identified how many persons they will ask to rate them on the instrument. After the orientation, each participant's raters fill out computer cards and return them as instructed. Some 3 to 4 weeks later, the participant group meets again, this time for a full-day session of analysis. The trainer explains the results of the inventory to participants and gives each person two copies of the computer printout: one for him or herself and the other to share with a colleague or superior in a coaching relationship. Each participant chooses four of the skill areas for self-study and personal growth. He or she can follow the self-study procedures in the participant manual or can participate in an optional seminar series. Each of the four areas gets six weeks of study. At the end of 6 months, participants come back to the group for a reassessment. At this point, they can choose four more items if they wish, and begin the process all over again.

Contact: **Jack Parr Associates, Inc.**
917 East Prescott Road, P.O. Box 1335
Salina, KS 67402-1335
(913) 827-0404

❑ Political and Communication Skills

This 4-day workshop is part of the comprehensive training in the National Principals' Academy. The workshop has a specified curriculum including the power and influence process, working with the press and community, and oral and written

SELECTED PROGRAMS

communication. The workshop is offered numerous times during the year by the National Association for Elementary School Principals. Training is done by nationally known professional development leaders.

Contact: **National Association of Elementary School Principals**
615 Duke Street
Alexandria, VA 22314
(703) 684-3345

❑ School-Based Decision-Making and Leadership

This 5-day program examines the elements of successful shared leadership and school-based management. Participants discuss empowerment, school-based decision-making, and practical procedures for implementation. This program is conducted by practicing school administrators.

Contact: **National Academy for School Executives**
1801 N. Moore Street
Arlington, VA 22209-9988
(703) 528-0700

PRINT RESOURCES

❑ Adams, J. L. (1974). ***Conceptual blockbusting: A guide to better ideas.*** San Francisco, CA: W. H.Freeman & Co.

This book is based on the premise that few people like problems and, therefore, have a natural tendency in problem solving to "pick the first solution that comes to mind and run with it" (p. xi). It suggests that a better strategy is to pick the most attractive from among many ideas.

The first half of the book describes the blocks that keep our minds from pouring out ideas: perceptual blocks, cultural and environmental blocks, emotional blocks, and intellectual and expressive blocks. The second half gives strategies for "busting" these blocks. Every chapter has exercises to help the reader understand and practice the conceptual blockbusting skills. It is well written, easy to read, interesting, and amusing. Puzzles, optical illusions, diagrams, cartoons, and historical drawings of early inventors' conceptions add to its visual as well as its intellectual appeal.

❑ Ambrosie, F. & Haley, P. W. (1988). **The changing school climate and teacher professionalization.** *NASSP Bulletin,* 72(504), 82-89.

Raising professional standards and improving teacher preparation programs will have little effect unless teaching becomes a more attractive career. Local administrators should involve faculty members effectively and satisfactorily in the decision-making and management process so that teachers don't need to enlist collective bargaining to force organizational change.

❑ Anthony, W. P. (1978). ***Participative management.*** Reading, MA: Addison-Wesley.

This book would make a useful text for a graduate course or a long-term worksite training seminar in management. It is organized in a question-answer format, each chapter title in Part I being a question and the succeeding narrative, the answer: What is Participative Management? Why Should Participative Management Be Used? What Are the Barriers to the Effective Use of Participation? How Can Participative Management Be Implemented? What Are Some Nontraditional Ways to Implement Participative Management? How Does Participative Management Work in Business and Government? Can Participative Management Work With Different Occupational Groups? and Is Participative Management Worth It? At the end of each chapter is a list of study questions and references. All this is presented in the first 142 pages.

Part II is the bibliography. Part III consists of twenty pages of exercises: self-analysis inventories and action planning guides. The 37-page Part IV presents 15 case analyses with such snappy titles as We Really Do Want Your Input, But...; No Time For Sergeants; Don't Let the Inmates Run the Asylum; If I Want Your Advice, I'll Ask For It; and others.

PRINT RESOURCES

The book is written in an easy-to-read conversational style with next to no jargon. The chapters are fairly brief, usually under 20 pages, and are organized around that time-honored pattern of "this is what I'm going to tell you, now I'm telling you, and this is what I told you."

❑ Blumberg, A. & Greenfield, W. (1986). ***The effective principal: Perspectives on school leadership (2nd ed.).*** New York: Allyn and Bacon.

This book has an interesting approach. Following an opening chapter about principals and schools subtitled "Rediscovering the Obvious," the next eight chapters each present a case study about a principal and his or her leadership style. The authors interviewed each principal and rely heavily on the principal's own words to tell his or her story. The authors categorize each individual principal's style: the organizer, the value-based juggler, the authentic helper, the broker, the humanist, the catalyst, the rationalist, and the politician.

In succeeding chapters, the principals' perspectives are contrasted and compared. They are also discussed in their relationship to theory and context. Part II was added for the second edition. Seven of the eight principals were interviewed again, seven years later, for an update on their schools and their own work. The final two chapters are "Dilemmas About Values" and "...As the Principal Goes, So Goes the School...." Administrators will probably find this extremely interesting reading. Rarely do we get such an in depth look at how a principal's innate style affects his or her effectiveness in a school.

❑ Casner-Lotto, J. (1988). **Expanding the teacher's role: Hammond's school improvement.** *Phi Delta Kappan,* 69(5), 349-53.

The Hammond (IN) School Improvement Process gives teachers a major say in decision making and sharing the programs they believe will be best suited to the needs of their students. While the progress of the program is uneven, the prognosis is good. The article includes a sidebar on individual schools in the program.

❑ Fortenberry, R. N. et al. (1986). **Edmonds' five factors result in a high school's improvement.** *Catalyst for Change,* 16(1), 8-13

This study applies Ron Edmonds' five factors for elementary school improvement to a goal-setting process at Calloway High School in Jackson, Mississippi. The goals and objectives involve instructional leadership and focus, a safe and orderly school environment, high expectations for students, and program evaluation. The article outlines the decision-making process.

PRINT RESOURCES

❑ Hagstrom, D (1988). ***Reflections.*** Cambridge, MA: The National Network of Principals' Centers.

This is the annual publication of the National Network of Principals' Centers. In the 1988 edition, 24 articles are presented under three major headings: Beginnings, Sharing Craft Knowledge, and Doing What Works. The first two paragraphs of the editor's introduction provide the flavor of the publication.

> Welcome to the third edition of Reflections. Again this year, these pages bring to readers a collection of reflective essays and commentary focused on the work of principals. The entire collection of papers is framed by a common interest in principals' centers. Persons interested in the growth and development of principals' centers will find this collection to be especially helpful and informative. Those seeking to understand why principals want and need centers will find these papers fascinating.
>
> Again this year, the writing styles include everything from the academic to the metaphorical. Some thoughts are long, others shorter. Some are written by center directors, others by practicing principals, and still others by interested observers. For anyone involved in the professional development of principals, the stories here will be familiar. We expect that they will capture your attention long enough to provoke thought, questions, and discussion.

As long as financially possible, copies of the journal are available at no cost to Network members and others.

❑ Mojkowski, C. (1986). **The principal and technology: Beyond automation to revitalization.** *Educational Leadership,* 43(6), 45-48.

The decisions principals make about the uses of technology are critical to the improvement of schools. But school effectiveness won't just happen because technology is used. This article discusses technology as a tool for school improvement when effectively combined with productive leadership and management.

❑ Smith, S. C. & Piele, P. K. (1989). ***School leadership: Handbook for excellence (2nd ed.).*** Eugene, OR: ERIC Clearinghouse on Educational Management.

This handbook suggests the knowledge, structure, and skills necessary for a leader to inspire all members of the school community to work together toward the goal of an excellent education for every student. Rather than summarizing research findings as an end in itself, each chapter includes one or more sections that spell out implications, recommendations, or guidelines for putting knowledge into practice. Adding to the book's practical focus are many examples and case studies of actual school programs or school leaders at work.

The book is also highly readable. Each chapter is a simple yet detailed exposition of ideas on the topic, free of jargon and technical data. **Part 1, The Person** includes

PRINT RESOURCES

Portrait of a Leader; Leadership Styles; Training and Selecting School Leaders; and Two Special Cases: Women and Blacks. **Part 2, The Structure** includes School-Based Management; Team Management; Participative Decision Making; and School Climate. **Part 3, The Skills** includes Leading the Instructional Program; Leading the Instructional Staff; Communicating; Building Coalitions; Leading Meetings; Managing Time and Stress; and Managing Conflict.

❑ Tewel, K. J. (1988). **The best child I ever had: Teacher influence on the decision making of three urban high school principals.** *Urban Education,* 23(1), 24-41.

A study of three urban high schools revealed that: 1) themes dominating principals' attitudes toward teacher involvement in decision making; 2) the influence of teachers on decision making; and 3) the paradox in principals' relations with faculty. Implications for faculty relations and school improvement are discussed.

❑ ***University Associates Annual Series*** (1972-1990). San Diego, CA: University Associates.

University Associates produce a series of handbooks and annuals which comprise a collection of structured activities developed and used by human relations trainers and group facilitators from all over the country. Some activities have such widespread use that authorship can no longer be determined. UA gives permission to reproduce this material for educational or training purposes.

The following items are related to this skill area:

- 1980: Values for the 1980's: Consensus Seeking
- 1978: Utilizing Human Resources: Individual vs. Group Approaches to Problem Solving and Decision Making
- 1976: Wilderness Survival: A Consensus Seeking Task
- 1975: Decision Style Inventory
- 1974: Kidney Machine: Group Decision Making

Most activities are adaptable to specific situations. Variations are provided for most, and facilitators are encouraged to experiment with additional variations. All necessary diagrams, inventories, work sheets, scoring sheets, and instructions are given. The language is usually clear and straightforward.

PRINT RESOURCES

- Welsh, P. **Are administrators ready to share decision making with teachers?** *American Educator,* 11(1), 23, 25, 47- 48.

  This article discusses an experiment in which teachers in an Alexandria, Virginia, high school formed the School Improvement Project to have a greater voice in the running of the school. They were surprised by the work the process demanded and by faculty members and administrators wedded to the old top-down structure.

- Wheeler, D. D. & Janis, I. L. (1980). ***A practical guide for making decisions.*** New York: The Free Press.

  The first two sentences of the authors' preface explain the approach of their book: "Effective decision making is both an art and a science. Our goal in writing this book has been to produce a practical guide to the art of decision making that is soundly based in the science of psychology." Anecdotes, case studies, and hypothetical situations illustrate and bring to life the five stages of effective decision making suggested in the book: 1) accepting the challenge; 2) searching for alternatives; 3) evaluating alternatives; 4) becoming committed; and (5) adhering to the decision.

  The first six chapters deal with these stages, while later chapters address overcoming setbacks, consulting experts, participating in group decision, and negotiating. The decision-making process is summarized in the final chapter. It is a well-written, easy-to-read book that lives up to its title.

MEDIA RESOURCES

❑ Decision Making

While acknowledging the more unusual aspects of effective decision making, this film discusses and demonstrates the steps in making management decisions. It is part of "The Business of Business" course, so examples in the film are not from education. Nonetheless, the film is a good resource.

The Corporation for Community College Television
30 min., VHS, 1982

❑ Decisions

This film gives an in depth look at how people make decisions and why they so often put them off, followed by an orderly method that can help even the worst procrastinator make a decision.

CRM Films
28 min., VHS/16 mm

❑ Decisions, Decisions

In this program, John Cleese (of Monty Python) plays a manager who has been put in charge of moving his company into a new office building. He suddenly finds himself confronted by an examination board consisting of Montgomery, Queen Elizabeth, Winston Churchill, and Brutus. By flashback scenes, they take him through the stages of the office move and point out all his mistakes.

Xicom
28 min., VHS, 1979

❑ Group Dynamics: Groupthink

When groups meet frequently and are made up of people with similar tastes and backgrounds, they are prime candidates for the unique condition called "groupthink," a result of such strong group solidarity that members strive for agreement in a way that becomes self-censoring and prohibits any serious consideration of problems or negative consequences. Using a stalled management meeting as the example, this film shows how groupthink limits and interferes with objective thinking. It also describes eight major pitfalls of group behavior and how to avoid them.

CRM Films
22 min., VHS/16 mm

MEDIA RESOURCES

❑ Quality Circles: Problem-Solving Tools for Educators

This video will educate staff, parents, and board members about the necessity for better management practices in the school. Thirty minutes of videotaped statements by superintendents, high school principals, and a nationally known Quality Circle trainer describe an effective way to use Quality Circles.

ASCD
30 min., VHS

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Richmond, VA 23294
(804) 747-5259

Gaynell Wood
12814 Baker Drive
Silver Spring, MD 20904
(301) 622-3481

Chapter 8

Skill Area #7:

Communication

SELECTED PROGRAMS

❑ Communication

Have you tapped into a feedback loop lately ? School principals who seek to be effective in their jobs understand the crucial need to develop communications skills. This training module, prepared by Dr. Charles Achilles of the University of Tennessee, has a lot to say about feedback and other elements in the communications process. In lecture and application format, the program illustrates the strengths and weaknesses of many different kinds of communication: large group, small group, and one-to-one verbal and non-verbal , inter- and intra-personal, one-way and two-way. As it unfolds, the training module defines communication through a model of the components or key elements of communication, analyzes different forms of communication, presents a general model to help organizing and improving communications, and develops a common language and understanding of the basic elements of effective communication.

❑ Effective Team Building

This 3-day program teaches participants how to increase the problem-solving and interpersonal effectiveness of a group while optimizing each person's individual talents.

Contact: **University Associates Consulting and Training Services**
8380 Miramar Mall, Suite 232
San Diego, CA 92121
(619) 552-8901

❑ Enhancing Personal Empowerment

This 5-day program is designed to increase effectiveness in interpersonal communications, heighten and expand awareness of participants' impact on others, and provide an understanding of group dynamics.

Contact: **University Associates Consulting and Training Services**
8380 Miramar Mall, Suite 232
San Diego, CA 92121
(619) 552-8901

❑ Introduction to Administrative Leadership: Phase II

Introduction to Administrative Leadership: Phase II is a semester-long course with a total of 15 weekly 3-hour sessions. It touches on a number of areas related to administrative leadership and focuses on several major themes. Topics include decision making, problem solving, motivation, leadership, interpersonal communications, conflict management, time management, and stress management. Instruction consists of brief lectures, films, guest speakers, small and large group

SELECTED PROGRAMS

activities and discussion, simulation exercises, assigned readings, and written exercises.

Contact: **Administrative Program Coordinator**
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3481

❑ The Maryland Professional Development Academy

The Staff Development Branch of the Maryland State Department of Education operates the Maryland Professional Development Academy (MPDA). It was founded in 1977 to provide school-based administrators with high quality training relevant to their professional roles. The Academy has focused primarily on helping principals improve their instructional leadership, increase teaching effectiveness, reduce student disruption, and achieve equity.

All MPDA institutes are comprehensive staff development programs designed from a specific training model based on theories of adult learning, the change process, and instructional leadership. A typical institute has ten days of training spread over a full year. There are several expectations to which participants must commit: attendance and full participation in all training sessions, development and implementation of an action plan, participation in coaching teams and networking groups, and a willingness to role play and practice teach in front of colleagues. Participants can earn inservice credit and can apply for grants to implement their action plans in their individual schools.

Contact: **MPDA Coordinator**
Staff Development Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
(301) 333-2173

❑ *Please Understand Me* Certificate Program

This is a competency-based experiential program based on Keirseyan Temperament Theory. Starting with the *Meyers-Briggs Type Indicator* and Keirsey's book, *Please Understand Me,* participants learn to apply temperament theory to all types of communication situations. Level 1 is an introduction to the basic temperament concepts and their practical, everyday applications. Level 2 is for those who want to go beyond understanding to skill building and increased practical applications. Level 3 is for Level 2 graduates who want to apply temperament knowledge professionally, especially as trainers. There is also a Career Workshop for people who

SELECTED PROGRAMS

want to maximize their own career development as well as for career counseling professionals.

Contact: **Temperament Research Institute**
16152 Beach Boulevard, Suite 117
Huntington Beach, CA 92647
(714) 841-0041

❑ Political and Communication Skills

This 4-day workshop is part of the comprehensive training in the National Principals' Academy. The workshop has a specified curriculum including the power and influence process, working with the press and community, and oral and written communication. The workshop is offered numerous times during the year by the National Association of Elementary School Principals. Training is done by nationally known professional development leaders.

Contact: **National Association of Elementary School Principals**
1615 Duke Street
Alexandria, VA 22314
(703) 684-3345

❑ Writing That Works

Because this program provides for a great deal of personal attention, the number of participants is limited. The trainer works with a small group of administrators to discuss elements of effective writing and to review samples of each participant's writing. Topics include the how-to's of getting organized, handling bad news, talking on paper, streamlining, holding the reader's interest, and showing people you're right. Participants receive individual counseling and followup.

Contact: **Administrative Program Coordinator**
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3481

PRINT RESOURCES

❑ Bates, J. D. (1978). ***Writing with precision.*** Washington, DC: Acropolis Books, Ltd.

As with most good books on clarity of writing, this one is not to be borrowed from the library, read, and returned. Rather, it is to be acquired, kept, and consulted often. Bates wrote it as a textbook for his effective writing seminars but designed it to double as a "self teaching" instruction book and handbook, as well.

Chapters 1-14 (Part I) are study units with explanations, definitions, examples, and simple exercises. Bates approaches the writing process by starting with editing – learning to cut to the heart of the matter – and then moving into the writing itself with a quest for clarity, precision, and the right word. He discusses knowing one's audience and getting and holding the reader's attention. His how-to chapters include making order out of chaos, writing letters and memos, doing "how-to-do-its," writing regulations, and writing like a professional. Part II is an alphabetically organized handbook section, and Part III offers additional exercises along with some suggested answers.

The beauty of this book is that the entire time Bates is teaching us how, he is also telling us why. The narrative is downright interesting. He throws in enough bad examples and horror stories from folks who ought to know better to illustrate the cold, watery depths written communication can reach, then brings us back to dry land with solid explanations that are sometimes disguised as analogies, humor, and common sense.

❑ Berne, E. (1964). ***Games people play.*** New York: Grove Press.

More than 20 years ago, this classic book was on the bestseller list for more than 2 years. The author describes serious "games" we play with each other almost every day of our lives. To truly understand and deal effectively with others, principals need to review the interpersonal communication illustrated in this book.

❑ Bolton, R. (1979). ***People skills.*** New York: Touchstone, Simon & Schuster.

In his preface, the author confesses that communication was a problem for him until he researched it, tried out what he learned, taught it, and wrote about it. Because he has struggled to learn communication skills, he says he feels qualified to teach them, especially to other struggling communicators.

He identifies and teaches five clusters of skills which he says are critical to satisfying interpersonal relationships: listening skills, assertion skills, conflict-resolution skills, collaborative problem-solving skills, and skill-selection skills.

In Chapter 15, toward the end of the book, he describes three essentials for effective communication: genuineness, nonpossessive love, and empathy. In his

PRINT RESOURCES

Afterword, he outlines four steps to improved communication: make a quantified commitment to use the skills, select appropriate situations in which to use them, remain undaunted by occasional failure, and prepare others for the change.

The author's awareness of his own difficulty in communicating seems to have influenced his approach to writing a self-help book for others. Based soundly on research and augmented by experience, the information in the book is presented clearly and smoothly. This book should be valuable to anyone who wants to improve his or her own skills and to anyone who has the responsibility to teach communication skills to others.

❑ First, P. F. & Carr, D.S. (1986). **Removing barriers to communication between principals and teachers.** *Catalyst for Change,* 15(3), 5-7.

Communications improve if school principals remove communication barriers with their teachers, thereby building trust. Involving teachers in decisions and knowing what is happening enables teachers to overcome assumptive barriers. Stereotypes are overcome by personal and professional communications. Private discussions and forms of praise remove interpersonal barriers. Improved communications are necessary for school reform.

❑ Gunning, R. & Meuller, D. (1985). ***How to take the fog out of writing.*** Chicago, IL: The Dartnell Corporation.

This pocket-sized book is an excellent resource for writing workshops. At $1.65 per copy, it is inexpensive enough to be given to each participant. What sets it apart from most books on writing is that it gives a formula for figuring the Fog Index, or readability, of a piece of writing. This is especially helpful for administrators who have to write at different readability levels for different audiences and for teachers who want to rewrite instructional materials for special learners.

Once it describes the Fog Index and how to compute it, the book suggests ways to cut through the fog by identifying and offering cures for 25 faults, e.g., marathon sentences, pompous phrases, passive writing, smothered verbs, long words instead of short, etc. The book is marketed by the Dartnell Corporation, 4660 Ravenswood Ave., Chicago, IL 60640, (312) 561-4000.

❑ Harris, T. A. (1969). ***I'm OK – You're OK.*** New York: Avon.

This classic book was a bestseller for more than a year two decades ago and is still a rich source of meaningful information about the communication process. It gives practical advice in easily understood language about key ingredients of the communication process.

PRINT RESOURCES

❑ Hester, H. (1989). **Start at home to improve home-school relations.** *NASSP Bulletin,* 73(513), 23-27.

Parents' involvement in their children's education is imperative to the students' success. This article outlines a variety of ways in which school administrators can enhance the role of parents: good home-school communication, parents as teachers, parents as supporters of activities, parents as learners, and parents as advocates.

❑ Hinds, A. A. & Pankake, A. M. (1987). **Listening: The missing side of school communication.** *Clearing House,* 60(6), 281-83.

This article discusses why listening is important in school communication. It provides an overview of common barriers to effective listening and a synthesis of what can be done to improve listening skills.

❑ Keirsey, D. & Bates, M. (1984). ***Please understand me: Character and temperament types.*** Del Mar, CA: Prometheus Nemesis Book Co.

According to the authors, "The point of this book is that people are different from each other, and that no amount of getting after them is going to change them. Nor is there any reason to change them, because the differences are probably good, not bad."

The information in this book is based on the personality differences identified by Carl Jung and further defined by others, notably Myers and Briggs. Keirsey has developed a test of his own, *The Keirsey Temperament Sorter,* which is easier to take and score than the better known *Myers-Briggs Type Indicator.* His test is included in the book along with scoring instructions.

The bulk of the book is devoted to the Keirsey and Bates interpretation of the test results. They use much of the same terminology associated with Jung and Myers-Briggs for ease of understanding and comparison, but offer some fine distinctions to the interpretations and usability of the earlier works. The four temperaments are analyzed and described in detail and are then discussed in relation to mating, children, and leadership. The appendix gives a full description of each of the 16 personality types.

Throughout the book, the authors make the point that the differences themselves are neither good nor bad – only different; however, the fact that there are differences is good. They entreat the reader to accept these differences and to refrain from trying to make someone else over into another image. This understanding of basic differences in people is fundamental to communicating. This information should be a part of every administrator's training, and this book is as well done as any he or she is likely to find on the subject.

PRINT RESOURCES

❑ Lerner, H. G. (1985). ***The dance of anger.*** New York: Harper & Row.

Although this book is directed at women, the messages are for men as well. Through cases and communication situations, the reader gains insight into the art and skill of effective communication. The author draws on a decade of clinical investigation to illustrate how and why anger protects rather than challenges existing relationship dynamics.

❑ McAfee, O. (1987). **Improving home-school relations: Implications for staff development.** *Education and Urban Society,* 19(2), 185-99.

Many teachers feel inadequately prepared to work with parents. This article advocates that administrators must stress that only the home and school working together can create effective schools and that staff development to help teachers, specialists, and support staff achieve that partnership is worthwhile.

❑ ***Public Relations for Administrators*** (1989). Arlington, VA: American Association of School Administrators.

Want to learn how to build understanding and support for your schools ? With so much happening in education today, the sophisticated administrator needs both the philosophical reasons and specific how-to information on sure-fire public relations methods. This popular and highly acclaimed AASA publication has all this and more. It demonstrates test-proven ways to communicate more effectively with staff, students, parents, board members, business people, nonparent taxpayers and other members of the community.

❑ Roddick, E. (1984). ***Writing that means business: A manager's guide.*** New York: Macmillan.

Full of hints, rules, and examples, this book covers how to make good word choices, how to compose good sentences and paragraphs, how to streamline memos and reports, how to write business letters tailored to specific purposes, and how to present information clearly and attractively on the page. It deals with punctuation, parts of speech, and parallel construction of phrases and clauses. It also reminds writers that an important part of communicating is an awareness of the reader's point of view. At the end is a checklist to help edit and revise the finished product.

PRINT RESOURCES

❑ Smith, S. C. & Piele, P. K. (1989). ***School leadership: Handbook for excellence (2nd ed.).*** Eugene, OR: ERIC Clearinghouse on Educational Management.

This handbook suggests the knowledge, structure, and skills necessary for a leader to inspire all members of the school community to work together toward the goal of an excellent education for every student. Rather than summarizing research findings as an end in itself, each chapter includes one or more sections that spell out implications, recommendations, or guidelines for putting knowledge into practice. Adding to the book's practical focus are many examples and case studies of actual school programs or school leaders at work.

The book is also highly readable. Each chapter is a simple yet detailed exposition of ideas on the topic, free of jargon and technical data. **Part 1, The Person** includes chapters on: Portrait of a Leader; Leadership Styles; Training and Selecting School Leaders; and Two Special Cases: Women and Blacks. **Part 2, The Structure** includes chapters on: School-Based Management; Team Management; Participative Decision Making; and School Climate. **Part 3, The Skills** includes chapters on: Leading the Instructional Program; Leading the Instructional Staff; Communicating; Building Coalitions; Leading Meetings; Managing Time and Stress; and Managing Conflict.

❑ ***University Associates Annual Series*** (1972-1989). San Diego, CA: University Associates.

University Associates produce a series of handbooks and annuals which comprise a collection of structured activities developed and used by human relations trainers and group facilitators from all over the country. Some activities have such widespread use that authorship can no longer be determined. UA gives permission to reproduce this material for educational or training purposes.

The following items are related to this skill area:

- 1986: The Language System Diagnostic Instrument
- 1984: Personal Feedback
- 1982: A Structured Format for Improving Meetings
- 1981: Defensive and Supportive Communication
- 1978: Communication Effectiveness: Active Listening and Sending Feeling Messages
- 1976: Clarity of Expression in Interpersonal Communication
- 1975: Giving Feedback: An Interpersonal Skill

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- 1974: Interpersonal Communication Inventory
- 1974: Five Components Contributing to Effective Interpersonal Communications
- 1974: Communication Patterns in Organizational Structure
- 1974: "Don't You Think That...?": An Experiential Lecture on Indirect and Direct Communication
- 1972: Communication Modes: An Experiential Lecture

Most activities are adaptable to specific situations. Variations are provided for most, and facilitators are encouraged to experiment with additional variations. All necessary diagrams, inventories, work sheets, scoring sheets, and instructions are given. The language is usually clear and straightforward.

MEDIA RESOURCES

❑ The Abilene Paradox

Committees can be too-easily derailed from their stated goals when group members begin to agree with each other, and deny any objection or reservation to a stated plan. When people are reluctant to disagree with others about an issue for fear of being ostracized for feeling differently, they actually have made a decision about the issue – a dangerous one. They have decided to vote along with the crowd instead of voting as they truly feel. Such behavior is inexcusable in organizations where people are paid to think, analyze facts, and make decisions. It is also unproductive.

This film uses humor and down-home examples to portray the decision-making paradoxes in which we often find ourselves. And it illustrates how some critical life decisions can be incorrectly made when the people we consult are afraid to tell us that they don't agree with the general consensus. Viewers will learn to spot artificial agreements and to plan to avoid them.

CRM Films
27 min., VHS/16 mm

❑ Communication: The Non-Verbal Agenda

Through a variety of scenes and situations, this videotape shows the importance and significance of non-verbal communication skills.

CRM Films
28 min., VHS/16 mm, 1986

❑ The Jones-Mohr Listening Test

This tape-assisted listening test was developed for use in training and as an evaluative tool. The test is easy to administer and score, non-threatening, interesting, and easily adapted to a wide range of training designs.

University Associates
Audio cassette, facilitator's guide, test forms

❑ Meetings, Bloody Meetings

This videotape is designed for everyone who attends meetings. It makes them aware of the damage that can be done by approaching a meeting with the wrong attitude. It shows the discipline and techniques which can make meetings shorter, more productive, and more satisfying.

Video Arts, Inc.
30 min., VHS, 1988

MEDIA RESOURCES

❑ Power of Listening

This film illustrates the skill of listening and the consequences of not learning and practicing this behavior.

CRM Films
26 min., VHS/16 mm, 1986

❑ Speak Up With Confidence

This three-tape public speaking course is based on Jack Valenti's best-selling book of the same name. Dinah Shore joins Valenti as co-narrator. Each program includes enactments of situations by professional actors who demonstrate the do's and don'ts of public speaking.

Program 1: Speak Up With Confidence dispels the myth that public speaking is a talent reserved for the privileged few and opens the way to everyone with solid, usable, practical suggestions for improvement. **Program 2: Speak Up With Style** shows how to go beyond the basics to a speech that is moving, memorable, audience-engaging – a speech with real style. **Program 3: Speak Up On Television** takes into account that more and more executives and community leaders are destined to appear on TV as the medium becomes an increasingly large part of our lives. It teaches how to use the most powerful communications tool in the world persuasively and successfully.

Training Images Co.
30 min. each, VHS/16 mm

❑ Strictly Speaking

Edwin Newman catches us at our worst verbal behavior and makes an intelligent plea for improvement. This is a must for every person who uses the English language at work or play. That includes most of us.

Cally Curtis Co.
27 min., VHS, 1979

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Chapter 9

Skill Area #8:

Coordination

SELECTED PROGRAMS

❑ Facilitating Organizational Change

This 2-day program provides participants with principles and techniques that enhance the ability to facilitate organizational change efforts. Topics include: anticipating and reducing resistance to change, techniques to manage transition, and a better understanding of personal style and change.

Contact: **University Associates Consulting and Training Services**
8380 Miramar Mall, Suite 232
San Diego, CA 92121
(619) 552-8901

❑ Leadership Behavior and Group Processes

This 4-day workshop is part of the comprehensive training program in the National Principals' Academy. The workshop has a specified curriculum including situational leadership, coaching techniques, and group process skills. It is offered several times during the year by the National Association of Elementary School Principals. Training is done by nationally known professional development leaders.

Contact: **National Association of Elementary School Principals**
1615 Duke Street
Alexandria, VA 22314
(703) 684-3345

❑ Managing Strategic Change: University Associates Consulting and Training Services

In the late 1960's, University Associates formed a consulting and training division to help develop internal human resource practitioners. UA's consulting and training programs focus on four areas of expertise in helping organizations manage strategic change:

APPLIED STRATEGIC PLANNING

- Strategic planning and implementation
- Vision and mission definition
- Tactical planning and budgeting
- Project management, and more.

LEADERSHIP OF CHANGE

- Organization wide change/transition management
- Executive team building and counseling

SELECTED PROGRAMS

- Implementing change strategies
- Executive leadership of change
- Productivity
- Organization design and effectiveness, and more

APPLIED PERFORMANCE MANAGEMENT

- Performance management/appraisal systems
- Reward systems
- Coaching and counseling
- Recruiting and selection decisions
- Career development, and more

THEORY AND PRACTICE OF HUMAN RESOURCE DEVELOPMENT

- Managing the HR/HRD function
- Facilitating organization change
- Training and development needs analysis
- Executive/management development
- Group dynamics
- Workshop evaluation systems, and more.

UA offers six different methods of delivery in providing strategic change management assistance: consulting assistance, customized training and development, public workshops and seminars, annual conferences, HRD intern program, and University Associates Publishing. The current UA catalog lists and describes all public workshops and seminars scheduled during the season covered by the catalog.

Contact: **University Associates Consulting and Training Service**
8380 Miramar Mall, Suite 232
San Diego, CA 92121
(619) 552-8901

SELECTED PROGRAMS

❑ The Maryland Professional Development Academy

The Staff Development Branch of the Maryland State Department of Education operates the Maryland Professional Development Academy (MPDA). It was founded in 1977 to provide school-based administrators with high quality training relevant to their professional roles. The Academy has focused primarily on helping principals improve their instructional leadership, increase teaching effectiveness, reduce student disruption, and achieve equity.

All MPDA institutes are comprehensive staff development programs designed from a specific training model based on theories of adult learning, the change process, and instructional leadership. A typical institute has 10 days of training spread over a full year. There are several expectations to which participants must commit: attendance and full participation in all training sessions, development and implementation of an action plan, participation in coaching teams and networking groups, and a willingness to role play and practice teach in front of colleagues. Participants can earn inservice credit and can apply for grants to implement their action plans in their individual schools.

Contact: **MPDA Coordinator**
Staff Development Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
(301) 333-2173

❑ National Center for Effective Schools

The major objective of the National Center for Effective Schools is to provide assistance to schools to assure that all pupils, regardless of gender, race, or socioeconomic status, receive both a quality education and an equal opportunity to learn. The Center advocates the Effective Schools Model, a school reform framework based on evolving research from both empirical and case studies of schools across the country that have been effective in teaching the intended curriculum to all their students.

Seven characteristics seem to be present in schools that meet the defined standards of effectiveness: 1) Strong instructional leadership; 2) A clear and focused mission; 3) A climate of high expectations for success for all students; 4) A safe, orderly environment; 5) The opportunity to learn and adequate time spent on academic tasks; 6) Frequent monitoring of student progress; and 7) Positive home-school relationships.

The Center sponsors and produces a variety of school improvement training institutions, workshops, and seminars targeted at trainers, school practitioners, and

SELECTED PROGRAMS

state departments of education personnel. The Center develops educational materials and products for training purposes. It also offers a research-into-practice information system which is continually updated as well as consulting services and technical assistance on an ongoing contractual basis to public school districts.

Contact: **Director, National Center for Effective Schools**
2199 Jolly Road, #160
Okemos, MI 48864
(517) 349-8841

❑ Strategic Planning Certification Program

The National Strategic Planning Center, a program of the American Association of School Administrators, offers a number of workshops and services on strategic planning. Most programs are five days in length and are conducted by leaders in the field.

Contact: **AASA National Strategic Planning Center for Education**
1801 N. Moore Street
Arlington, VA 22209
(703) 875-0727

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❑ Bennis, W. & Nanus, B. (1985). ***Leaders: The strategies for taking charge.*** New York: Harper & Row.

The table of contents gives a hint to the lighthearted and eminently readable approach taken by the authors of this book. The first chapter is entitled Mistaking Charge, a play on words which comes full circle with the final chapter, Taking Charge: Leadership and Empowerment.

Not only is this book full of good information, it is downright interesting. The chapter titles hint at the freshness of approach: Leading Others, Managing Yourself; Strategy I: Attention Through Vision; Strategy II: Meaning Through Communication; Strategy III: Trust Through Positioning; and Strategy IV: The Deployment of Self.

The thrust of the book is summarized in the authors' final note: "...nothing is more central to modern organizations than their capacity to cope with complexity, ambiguity, uncertainty—in short, with spastic change. And in an era of rapid change, it becomes necessary for the organization to be more future-oriented, more concerned with selecting the proper direction.... The preceding pages have illustrated exactly this belief through true stories about some ninety of America's effective leaders. Any administrator interested in being a true leader will find more than one thing to sink his or teeth into in this book."

❑ Blanchard, K. & Johnson, S. (1982). ***The one minute manager.*** New York: William Morrow.

Through a story presented conversationally, the authors introduce three "secrets" of one minute management: One Minute Goals, One Minute Praisings, and One Minute Reprimands.

The one minute manager, who is one of the main characters in the story, explains how and why these secrets work. He intersperses catchy slogans throughout the story as he explains his philosophy to the bright young man, the other main character, who enters the story looking for an effective manager for whom he could work and from whom he could learn. The one minute manager offers the bright young man a job. After a while, the young man becomes the new one minute manager and leaves us with a game plan, a pocket-sized diagram which summarizes the concepts. The book can be read in a single sitting.

❑ Deal, T. E. (1987). **The culture of schools.** in L.T. Sheive & M. B. Schoenheit, *Leadership: Examining the elusive* (pp. 3 - 15). Alexandria, VA: Association for Supervision and Curriculum Development.

Citing research and personal experience, Deal points out that schools "show a remarkable consistency across time and national boundaries," that a "classroom is

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a classroom is a classroom" (p. 3). He offers several definitions and examples of cultures and concludes that for many, "culture is 'the way we do things around here'" (p. 5).

Deal's message seems to be that educational leaders must restructure their organizations using "old traditions, current realities, and future visions" (p. 12). His subheadings preview that message: "The more things change, the more they stay the same," "Culture and change: A basic contradiction?" "Culture and educational productivity," "The core task of leadership: Reforming or recharging?" and "Using outside pressure to build from within."

He offers six specific questions to help a leader "move from the metaphoric to a literal course of action":

1. Recreate the history of the school. This requires the community as well as the school and pulls together the past and the present.
2. Articulate shared values. Create an advertising campaign for the school.
3. Anoint and celebrate heroes. Invite alumni to speak or just visit.
4. Reinvigorate rituals and ceremonies. Few things pull people together better than rituals. Ceremonies with a little pomp and circumstance have a way of making all participants and spectators feel important.
5. Tell good stories. This is the opposite of the grumbling in the faculty lounge.
6. Work with the informal network of cultural players. Remember the support personnel in all proposed changes. They have as much influence as professional staff and should be consulted, recognized, and rewarded when appropriate.

❑ Egan, G. (1985). **Managing the arational in organizations and institutions.** *Change Agent Skills,* pp. 259-274. San Diego, CA: University Associates.

This article addresses and explains the many variables that affect the change process. Change is not only a systematic process, but also requires attention to such pervasive variables as organizational culture, quality of life, reward systems, and intuition.

❑ Greenfield, Jr., W. D. (ed.). ***Instructional leadership: Concepts, issues, and controversies.*** Needham Heights, MA: Allyn & Bacon.

Can instructional leadership really work to create effective schools ? In this exceptional book, 20 of today's foremost experts on educational leadership gather to confront controversies about instructional leadership. They variously critique, praise, and indict prevailing images of leadership, then contrast the promise and

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reality of leading and managing schools, school cultures and contexts, and professional development policies and practices. The influential contributors include Martin Burlingame, Arthur Blumberg, Robert Wimpelberg, Kent Peterson, Philip Hallinger, Joseph Murphy, Terrence Deal, Roland Barth, Bruce Barnett, Chad Ellett, and others.

❑ Harvey, J. B. (1988). ***The Abilene paradox and other meditations on management.*** Lexington, MA: Lexington Books.

This book is unlike any other management book. The author's observations on the absurdities of organizational life will make readers laugh, ponder, and wince. The material gives a different – but real – picture of organizational change. School principals need this book for the "whole picture" regarding the change process.

❑ Hersey, P. & Blanchard, K. H. (1988). ***Management of organizational behavior: Utilizing human resources (5th ed.).*** Englewood Cliffs, NJ: Prentice-Hall.

This book may well be considered the standard in the field of managing organizational behavior. The first several chapters discuss the development of the behavioral approach to management including motivation and environment and present the theories and research studies of pioneers in the field.

Chapters 6 and 7 deal with determining effectiveness and diagnosing the environment. Chapters 8 and 9 are devoted to Situational Leadership Theory, and Chapter 10 to developing human resources. Personal feedback, self-development, and scoring and interpretation of the LEAD Questionnaire come next.

The final five chapters address planning and implementing change and a synthesis of management, all new in this edition. Practicing administrators will profit from a review of the theories and findings from the big names in the field, and would-be administrators who have not yet encountered this material will find it invaluable.

❑ Hord, S. M. & Hall, G. E. (1987). **Three images: What principals do in curriculum implementation.** *Curriculum Inquiry,* 17(1), 55-89.

The Principal Teacher Interaction Study analyzes what principals do to bring about documented principals' interventions to assist new curriculum program implementation at nine elementary schools. Data on responder, manager, and initiator leadership styles show critical differences in principals' facilitative approaches.

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❑ Hoyle, J., English, F., and Steffy, B. (1989) ***Skills for successful school leaders (2nd ed.).*** Arlington, VA: American Association of School Administrators.

Completely revised and updated for the 90's, this publication takes a comprehensive look at the entire field of educational administration and the skills needed to succeed as an educational leader. Based on *Guidelines for the Preparation of School Administrators,* this widely acclaimed textbook focuses on evaluation; building local, state, and national support for schools; developing a sound school curriculum; managing instruction; evaluation of staff; staff development; allocation of resources; and research, program evaluation and planning.

Written by respected educators John Hoyle, Fenwick English, and Betty Steffy, and updated by John Hoyle, this book has become a cornerstone for preparing successful school leaders in university classes, workshops, inservice training and self-study courses.

❑ **Human Synergistics Materials**

This company produces training materials, programs, and services which enable individuals and groups to achieve and maintain a high level of effectiveness. It is their stated belief that human growth and organizational effectiveness go hand in hand. They offer diagnostic materials in print and on computer discs on various topics: life styles, management effectiveness, educational administrator effectiveness, stress, and more. They also have simulations and team exercises: Desert Survival Situation, Subarctic Survival Situation, Jungle Survival, Turnaround, Par Excellence, and more. Print materials for programs include a Program Design Booklet Series, facilitator training materials, and participant materials for S.C.O.P.E. programs (System for Creating Organizational and Personal Effectiveness). Human Synergistics company will send a catalog upon request (313/459-1030). This provides a description of the full range of materials.

❑ Kanter, R. M. *(1983).* ***Change masters.*** New York: Touchstone, Simon & Schuster.

This book is an outgrowth of a 5-year study of corporate innovation in America. More than 100 companies were involved in some fashion in one or more of six focused research studies on specific topics in the general areas of innovation, change, and corporate responsiveness to new environmental demands. Kanter visited more than 50 of these companies personally and had firsthand contact with thousands of their employees. She narrowed her focus to 10 major companies representing a variety of products and services and calls these the "core" companies of her study.

To protect the anonymity of those who requested it, she uses pseudonyms in her descriptions and discussions. Kanter defines change masters as "(T)hose people and

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organizations adept at the art of anticipating the need for, and of leading, productive change." Kanter sees a potential for an American return to greatness through a corporate Renaissance, and she argues that innovation is the key. Whether this potential is realized depends on how completely corporate leaders understand the need and decide to act on it.

❑ Koerner, T. (1988). **In search of excellence: A talk with Tom Peters about the principalship.** *NASSP Bulletin,* 72(512), 36-45

Asked about principals' leadership roles, Peters claims we've gone wrong by emphasizing the superstructure over the unit commander and by taking "leading" and "managing" distinctions too seriously. Vision and people skills are all-important. Unfortunately, schools have drawn from the worst of private-sector management and confused leadership with expertise.

❑ Lewis, A. (1988). **From "aha" to action.** *School Administrator,* 45(10), 59-60.

This article describes a seminar in which 40 Minnesota educators wrestled with problems confronting a changing profession. The group decided that change agents are vision makers, creators of an "idea environment," identifiers, and public risk-takers. Participants also identified good leadership characteristics associated with obtaining commitment, implementing ideas, and influencing decision making.

❑ Ornstein, A. C. (1987). **Emphasis on student outcomes focuses attention on quality of instruction.** *NASSP Bulletin,* 71(495), 88-95.

Because the research on teaching has moved from the process to the products of teaching, Ornstein looks at the three instructional techniques that seem to be receiving the greatest focus: academic learning time, direct instruction, and mastery learning. He defines and explains these techniques and explores their merits in light of what both critics and advocates are saying. The up side of these techniques is that standardized achievement test scores go up when they are used, although it is not clear whether the gains are made equally across the board or whether there are gains and losses that cancel each other. The down side is that these techniques foster single answer questions, drill, teacher-initiated discussion, and factual recall rather than higher order cognitive learning and creativity such as open-ended questions, problem solving, student-initiated discussions, and the application of new knowledge to everyday life. Ornstein suggests that using student outcomes as a measure of teaching effectiveness involves a "moderate to high probability of teaching to the test or modifying the grading or reporting procedures to mask low student scores."

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He concludes by raising a few questions for further study:

1. To what degree are these approaches inadequate because they do not take into account the time needed for learning as opposed to time devoted to learning ?
2. Are these techniques superior for accomplishing educational objectives other than simple cognitive skills that can be easily measured ?
3. How long are gains made through these approaches retained in later years ?
4. How can small-group and independent study be incorporated into these techniques ?

❑ Peters, T. J. & Austin, N. (1985). ***A passion for excellence: The leadership difference.*** New York: Warner Books.

This book is full of anecdotes and conversations that illustrate "the leadership difference" in companies that have, in the authors' words, a passion for excellence. Four years after the publication of *In Search of Excellence,* Peters returns, this time with Nancy Austin, and says that he and the others involved have learned a lot, and yet have learned nothing. Nothing because: 1) there is nothing new under the sun; and 2) it was all covered in the earlier book: customers, innovation, and people.

This book shadows people who are using the concepts praised by the other book. **Part I: Common Sense** has three chapters: A Blinding Flash of the Obvious; MBWA: The Technology of the Obvious; and Integrity and the Technology of the Obvious. **Part II: Customers** has five chapters: Common Courtesy: The Ultimate Barrier to Competitor Entry; No Such Thing as Commodity; "Mere Perception": On the Irreducible Humanness of Customers; Quality is Not a Technique; and, The "Smell" of the Customer. **Part III: Innovation** has four chapters: The Mythology of Innovation or a Skunkworks Tale; Three Skunks; The Context of Innovation; and The "Smell" of Innovation. **Part IV: People, People, People** has six chapters: Attention, Symbols, Drama, Vision – and Love; Transformations and Enhancements: Small Wins, Debureaucratizing Pockets of Excellence; Coaching; Doing MBWA; Excellence in School Leadership; and What Price Excellence?

A key feature of interest to administrators is Chapter 20, Excellence in School Leadership. Peters and Austin discuss the research of Sarah Lawrence Lightfoot for her 1983 book, *The Good High School,* and they focus on three of the six principals she studied as well as other educators from their own research and experience.

❑ Peters, T. J. & Waterman, R. H. (1982). ***In search of excellence.*** New York: Harper & Row.

In Search of Excellence has become one of the best known books on management in America. Its subtitle, "Lessons From America's Best Run Companies," gives a key

to its approach. Peters and Waterman researched 62 American corporations in their search for excellent companies – and they found some.

Eight attributes emerged to characterize excellent companies: 1) A bias for action, for getting on with it; 2) Close to the customer, learning from the people they serve; 3) Autonomy and entrepreneurship, fostering many leaders and innovators throughout the organization; 4) Productivity through people, treating the rank and file as the root source of quality and productivity gain; 5) Hands-on, value driven, with high visibility of company heads and a strong adherence to basic values; 6) Stick to the knitting, doing what you know how to do; 7) Simple form, lean staff, with uncomplicated organizational structures and pared-down top management levels; and 8) Simultaneous loose-tight properties, tolerating the ambiguity of loose organization in some areas and a tight adherence to policy and procedure in others.

The twelve chapters are unevenly divided among three parts: The Saving Remnant (ch. 1), Toward New Theory (ch. 2 & 3), and Back to the Basics (ch. 4-12). Each of the eight attributes becomes a chapter title in Part Three.

Specific companies are identified and highlighted in anecdotes to illustrate Peters's and Waterman's points and premises. This book popularized such terms as "MBWA – Management by Wandering Around" and "paralysis by analysis."

❑ Schmuck, R. A. & Runkel, P. J. (1985). ***The Handbook Of Organization Development in Schools.*** Palo Alto, CA: Mayfield Publishing Company.

According to the authors' preface, this book was designed as both a college text and as a tool kit for educators. To make such a large book readily usable by practicing administrators, the authors have written each chapter and major section to stand alone. A busy educator can use an individual section as appropriate. The authors also suggest groupings of chapters for specific purposes.

The first ten chapters treat important aspects of organizational development: theory and technology, macrodesigning (the big picture), clarifying communication, improving meetings, solving problems, making decisions, working with conflicts, microdesigning (specific details), diagnosis and readiness, and evaluation. The final chapter discusses institutionalizing organizational development in school districts.

The writing is clear and smooth and essentially jargon-free. Each chapter begins with an overview of its main topics and its importance to the organizational development of the school. Chapters are broken into sections and subsections for ease of transition and coordination of the information. Despite the book's size and wealth of information, the authors have taken pains to make it usable and, therefore, valuable.

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❑ Shieve, L. T. & Schoenheit, M. B., Eds. (1987). ***Leadership: Examining the elusive.*** Alexandria, VA: Association for Supervision and Curriculum Development.

Typical of ASCD Yearbooks, this one provides a wealth of information on its stated topic written by persons respected in the field. **Part One:Organizational Perspectives on the Work of Leaders** features "The Culture of Schools" by Terrence Deal, "The Leadership of Educational Clans" by Robert G. Owens, and "The School Principal: Scapegoat or the Last Great Hope?" by David Dwyer, Bruce Barnett, and Ginny Lee.

In **Part Two, Personal Perspectives on the Work of Leaders,** John Champlin presents "Leadership: A Change Agent's View" and June E. Gabler offers "Leadership: A Woman's View."

Part Three, Perspectives on the Development of Leaders features "How Leaders' Minds Work" by Pat Burke Guild, "Vision and the Work Life of Educational Leaders" by Linda Shieve and Marian Schoenheit, "The Conscience of Leadership" by Thomas Green, and "The Theoretical Basis for Cultural Leadership" by Thomas Sergiovanni.

❑ **Situational Leadership Inventories.** Escondido, CA: Blanchard Training and Development.

Blanchard's new Leader Behavior Analysis II (LBAII) Series offers two questionnaires, a scoring instrument, and a data summary sheet. The Educator's LBAII-Self is a 20-question instrument that gives valuable information about one's own leadership style. LBAII Scoring is a tabulation instrument for recording the results of both LBAII-Self and LBAII-Other. LBAII Data Summary Sheet provides a comprehensive look at one's flexibility and effectiveness based on data gathered from both LBAII instruments. There is space to tabulate one's own data, one's boss's, three associates', and six subordinates'.

❑ Waterman, R. H., Jr. (1987). ***The renewal factor.*** New York: Bantam Books.

The focus of this book is expressed in the first paragraph of Waterman's Conclusion, the final two pages before the appendix: "Change breeds opportunity. The renewal factor is the opportunity that transforms threat into issue, issue into cause, cause into quest. The complacent manager merely presides. The renewing manager is engaged in a daily effort to fight corporate entropy, to welcome change, to uproot habits, and to use renewal to build the future."

Since this book does not have a table of contents, those readers who like to familiarize themselves with the flavor of a book before they read Chapter 1 should begin with the Conclusion and then move on to the Introduction. Each of the nine

PRINT RESOURCES

chapters is subdivided into major headings which are, themselves, sometimes subdivided for clarity and comfort of reading.

The first chapter, *Renewal: The Challenge*, speaks of learning from the best, surrendering the memories, and avoiding the habit trap. Chapter 2, *The Informed Opportunists*, looks at our stochastic world (a world driven by random events), being informed, "inventions of opportunity," the "Colombo factor" of solving mysteries by jumping on information that doesn't fit, developing a corporate direction and keeping strategies simple, the dangers inherent in a planning process, learning to communicate with a plan, a framework for building skills, a framework for planning, a framework for putting it together (the "Renewal Ring"), and steps for "getting there." Chapter 3, *Direction and Empowerment*, deals with autonomy, implementation, control, solution space (a concept borrowed from mathematics), and individual renewal.

Chapter 4 is *Friendly Facts, Congenial Controls*. It looks at controls and turnarounds in both the manufacturing and service sectors, and the informational concept of feedforward (in contrast to the overused "feedback"). Chapter 5, *A Different Mirror*, is about listening: getting through crises, staying in touch with reality, "groupthinking," working to maintain "best of class, best of breed," and accepting a little help from your friends. Chapter 6 is entitled *Teamwork, Trust, Politics, and Power*, and that's exactly what it looks at.

Chapter 7, with its oxymoronic title, *Stability in Motion*, looks at some companies where change is the norm and others that practice deliberate bureaucracy-busting, at stable beliefs, at people who are pathfinders, and at accomplishing change in tiny steps. Chapter 8, *Attitudes and Attention*, deals with optimism and expectations. Finally, Chapter 9, *Causes and Commitment*, makes the case for commitment but also warns that this most laudable concept also has a downside – that it can be used to manipulate as well as motivate.

Waterman claims that this book is the next logical step after *In Search of Excellence*. While it has not yet attained the public acclaim of that earlier work, it is much more readable. The narrative has a snap and punch to it that is notable even when compared with other books of acknowledged mass appeal.

MEDIA RESOURCES

❑ Discovering the Future: The Business of Paradigms

Paradigms are rules we take for granted—our basic assumptions about how we live and work. They help us evaluate and organize new information quickly. The "old way" of doing something may seem like the "only way." This videotape helps the viewer understand the influence of this effect.

Charterhouse Learning Corporation
38 min., VHS

❑ The Greatest Days of Your Life So Far

This is a motivational film on "involvement" that takes a humorous trip through the school years while also building positive attitudes in students toward school, teachers, peers, and family.

Josten's
28 min., 16 mm, 1987

❑ Human Synergistics Computer-Based Diagnostics: ACUMEN

ACUMEN is a software program for an IBM PC or compatible. The same Personal Profile Disk is used with all ACUMEN products; with a one-time investment, a user can begin with one module and advance to other products. These self discovery products require little or no knowledge of computers. They can be used in a self-paced approach or can be supported by a seminar or structured process for even better results. The software is designed to maintain its usefulness over a manager's entire career. Several packages are available.

With *ACUMEN:Self Assessment,* users complete a Life Styles Inventory. The resulting profile and personal interpretation provide specific feedback on management of people, task management, conflict resolution, and leadership.

ACUMEN:Insight for Managers provides the personal profile, interpretation, and management style reports offered by Self-Assessment and goes further to ensure development through targeted prescriptive exercises. Managers see themselves as others see them with ACUMEN: *Group Feedback.* Co-workers anonymously provide feedback through an Assessment by Others, either on a single circulated collection disk, separate mini-disks, or paper and pencil forms. This composite feed- back is compared to the manager's perceptions of himself or herself. It is then analyzed and turned into constructive advice aimed at the development of outstanding skills as a team player and manager.

ACUMEN: Profile Compiler offers guidelines and information for solving the managerial issues faced by teams. The personal profiles of 4 to 30 individuals are integrated to produce a team profile with the computer. Also available are facilita-

MEDIA RESOURCES

tor training, user group meetings, technical training, and a 40-minute debriefing videotape. A catalog describing all available products is available.

Human Synergistics
Computer Materials, IBM PC/compatible

❑ The Leadership Alliance

In this videotape, Tom Peters visits General Motors, Harley Davidson, Johnsonville Sausage, and a Vermont school to learn how they excelled in the face of nearly insurmountable odds, thanks to inspirational management, teamwork, and a dedication to excellence.

Blanchard Training and Development, Inc.
66 min., VHS

❑ Managing Change for School Improvement

This is a stimulating game that teaches the concepts of planned educational change. Using a game board and information cards about a number of key people in a school district, participants decide in groups about actions to implement system-wide change. The game takes about 2-3 hours to run, including discussion and processing.

The Network Game, 1988

❑ Managing the Journey

This entertaining and thought-provoking videotape examines four levels of change and shows how to deal with the dynamics associated with each level, explores seven predictable ways people react to change, and reviews key elements in using situational leadership strategies to implement change effectively.

Blanchard Training and Development, Inc.
75 min., VHS, 1988

❑ Renewing a Place Called School: *The School as the Unit of Change* and *Leadership and Staff Development*

The first title in this set is a program series of six videotapes that correspond to six critical concepts addressed in Goodlad's book, A *Place Called School.* In the second part of the series, Dr. Goodlad explores the importance of the environment of the school in order to effect change. He goes on to discuss the leadership needed to create a good school.

Encyclopedia Britannica Educational Corporation
15 min. per tape, VHS, 1988

MEDIA RESOURCES

❑ Team Excellence

Walter Cronkite hosts this team building video which features three companies that pioneered team excellence: 3M, CBS Evening News, and Northrop Corporation. Also included are a Trainer's Discussion Guide, a Team Leader's Guide, and a Participant's Workbook.

Blanchard Training and Development, Inc.
1 hour, VHS

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Chapter 10

Skill Area #9:

Conflict Management

SELECTED PROGRAMS

❑ Conflict Management

School principals exist in a world of problems that always have the potential to become seriously conflictual. Their abilities to solve problems and manage conflict are important measures of their school leadership.

This extensive manual on conflict management has been developed by Dr. William Wayson, Professor, Department of Educational Policy and Leadership, The Ohio State University, in collaboration with the Southeastern Educational Improvement Laboratory. It includes the following features:

- Analysis of personal styles of handling conflict;
- Analysis of intragroup conflict;
- A series of clearly documented, carefully defined role-play exercises;
- A taxonomy of intergroup conflict-resolution strategies;
- Guidance on what to do when subordinates have acted wrongly;
- Understanding and using the feedback process;
- Five important listening techniques;
- Appropriate goal setting;
- Guidelines for reaching consensus; and
- Evaluative instruments to measure the success of training experiences.

Contact: **Southeastern Educational Improvement Laboratory**
P.O. Box 12746
200 Park Offices, Suite 204
Research Triangle Park, NC 27709

❑ Enhancing Personal Empowerment

This 5-day program is designed to increase effectiveness in interpersonal communications, heighten and expand awareness of participants' impact on others, and provide an understanding of group dynamics.

Contact: **University Associates Consulting and Training Services**
8380 Miramar Mall, Suite 232
San Diego, CA 92121
(619) 552-8901

❑ Leadership Behavior and Group Processes

This 4-day workshop is part of the comprehensive training program in the National Principals' Academy. The workshop has a specified curriculum including situational leadership, coaching techniques, and group process skills. It is offered

SELECTED PROGRAMS

several times during the year by the National Association of Elementary Principals. Training is done by nationally known professional development leaders.

Contact: **National Association of Elementary School Principals**
1615 Duke Street
Alexandria, VA 22314
(703) 684-3345

❑ The Maryland Professional Development Academy

The Staff Development Branch of the Maryland State Department of Education operates the Maryland Professional Development Academy (MPDA). It was founded in 1977 to provide school-based administrators with high quality training relevant to their professional roles. The Academy has focused primarily on helping principals improve their instructional leadership, increase teaching effectiveness, reduce student disruption, and achieve educational equity.

All MPDA institutes are comprehensive staff development programs designed from a specific training model based on theories of adult learning, the change process, and instructional leadership. A typical institute has ten days of training spread over a full year. There are several expectations to which participants must commit: attendance and full participation in all training sessions, development and implementation of an action plan, participation in coaching teams and networking groups, and a willingness to role play and practice teach in front of colleagues. Participants can earn inservice credit and can apply for grants to implement their action plans in their individual schools.

Contact: **MPDA Coordinator**
Staff Development Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
(301) 333-2173

❑ Mid-Atlantic Association for Training and Consulting

The Mid-Atlantic Association for Training and Consulting (MATC) is a non-profit educational association including member organizations and a network of over 150 trainers and consultants. It addresses the continuing education needs of member organizations and the general public by offering public training events as well as contracted consulting services.

Examples of weekend programs on the public events calendar include Introduction to Human Interaction; Cross-Cultural Issues; *Myers-Briggs Type Indicator* for Professionals; Stress Management for Women; Stress Management for Men; Perceptions and Projections; and Introduction to Organizational Development. Longer programs (4-6 days) include Human Interaction Conference; Transcending Personal Performance Limitations; Group Development Skills; Design Skills Using

SELECTED PROGRAMS

Experiential Methods; Power and Conflict Utilization; and Consultation Skills Training.

MATC also brings its public events into a company or school for "in-house" training and custom designs programs based on the unique needs of an organization. Write or call for a brochure.

Contact: **MATC Contracted Consulting Services**
P.O. Box 381
Wayne, PA 19087-0381
(215) 688-2333

❑ Political and Communication Skills

This 4-day workshop is part of the comprehensive training in the National Principals' Academy. The workshop has a specified curriculum including the power and influence process, working with the press and community, and oral and written communication. The workshop is offered several times during the year by the National Association of Elementary School Principals. Training is done by nationally known professional development leaders.

Contact: **National Association of Elementary School Principals**
1615 Duke Street
Alexandria, VA 22314
(703) 684-3345

PRINT RESOURCES

❑ Beckhard, R. (1967). **The confrontation meeting.** *Harvard Business Review,* 45(2), 149-155.

Whenever an organization undergoes a major change, a period of stressful confusion often follows, particularly in the ranks below the top management level. The top management team needs a way to assess the feeling tone and attitudinal state of the organization in a hurry and be able to act on the results of that assessment just as quickly.

Beckhard suggests a confrontation meeting, which has the following components: climate setting, information collecting, information sharing, priority setting and group action planning, organization action planning, immediate follow-up by the top management committee, and progress review (4-6 weeks later). The top management team should participate in the meeting, which can be held in a single work day or in as few as four and a half to five hours. During periods of adjustment to change, time for meetings is usually scarce, so a streamlined action-meeting format is necessary. Using three case examples, Beckhard shows how the meeting works. He discusses its positive results and potential problems.

In an appendix to the article, he gives a detailed description of the seven components and a sample time schedule. Although the article is more than 20 years old, it still seems extremely relevant to organizational management.

❑ Black, J. A. & English, F. W. (1986). ***What they don't tell you in schools of education about school administration.*** Lancaster, PA: Technomic.

In their preface, the authors state, "The last thing our profession needs is yet another textbook on educational administration." Then they go on to explain how their book is different, how it deals with the real world of unwritten rules and street smarts. They insist it is unlike any other book ever written on the subject before; "it is about swimming with sharks – and surviving."

The titles of the major sections and the chapters under them give a hint to the book's unusual approach:

I. Power and the Context of School Administration: Power and Politics; Are You Ready to Play the Game?; Bureaucracies, Babus, and Baksheesh.

II. Connections: The Community; The PTA; The Staff; The Media; Students.

III. The Career Ladder: Career Planning – The Legend of the "Chairs"; Resumes, Headhunters, and Interviewing; Academics and Abecedarians.

IV. Getting the Job Done Right: The Job vs. the Job Description; Ploys to Avoid; Hiring, Shifting, and Firing; The Emmetropia of Evaluation; Budget Skullduggery; Textbook Tyranny, Curriculum Chicanery, and Testing Insanity.

PRINT RESOURCES

V. Adversaries and Friends: Secretaries and Custodians: Unions; The Lunatic Fringe; Arch Rivals and Competitors.

VI. Surviving: Knowing Who is the Boss; Staying in Power and Staying Power; Idealism vs. Ideology.

❑ Boivin, R. G. & Hammond, J. R. (1988). **Advice from two assistant principals: Administering the school discipline policy.** *NASSP Bulletin,* 72(504), 4-9.

This article describes a school discipline model with five stages (problem identification, data collection, administrator-student conference, student response, and follow-up reports) that addresses due process while efficiently resolving disciplinary problems, providing immediate feedback to students and teachers, minimizing classroom disruption, and promoting a positive school climate.

❑ Bramson, R. M. (1981). ***Coping with difficult people.*** Garden City, NY: Anchor Press/Doubleday.

This book offers some very practical advice on a topic near and dear to most administrators' hearts. Bramson describes seven types of "difficult people" and gives specific suggestions for coping with their behaviors. He defines coping as "contending on equal terms" rather than merely accepting or, conversely, trying to change the other person's behavior.

The seven difficult behavior styles include The Hostile-Aggressive (Sherman Tank, Sniper, and Exploder), The Compleat Complainer, The Silent and Unresponsive Person, The Super Agreeable and Other Wonderfully Nice People, The Negativist, The Know-It-All Expert, and The Indecisive Staller. Each is treated in a separate chapter.

A discussion of thinking styles and basic coping strategies precedes the final chapter – Applying the Methods. This book will help administrators cope with their faculties' and bosses' difficult behaviors and with their own defensive behaviors.

❑ English, F. W. (1987). **The principal as master architect of curricular unity.** *NASSP Bulletin,* 71(498), 40-42.

The principal's most powerful tool is the ability to integrate the total response of the school toward improvement. A principal who understands this works toward staff synergy and finds a model for it in the concept of "curricular unity."

PRINT RESOURCES

❑ Erickson, L. G. (1988). **Positive confirmation: Empowering others.** *Journal of Staff Development,* 9(20), 30-34.

This is a description and definition of the type of negotiation currently occurring among teachers, administrators, and boards of education for long-range school improvement programs. It includes guidelines for negotiating a detailed agenda that can be used as a model for reaching shared agreements.

❑ Fisher, R. & Ury, W. (1981). ***Getting to yes: Negotiating agreement without giving in.*** Boston: Houghton Mifflin.

This is an easy-to-read book divided into three main sections and a brief conclusion. Part 1 describes and analyzes the problem faced by negotiators, whether in business dealings, government affairs, or everyday life. It describes the differences between a negotiator's position and his or her interests and states a ground rule: Don't bargain over positions.

Part 2 advances four more ground rules as it describes the method: Separate the people from the problem, focus on interests rather than positions, invent options for mutual gain, and insist on objective criteria. Part 3, entitled "Yes, but...," describes what to do if the other side is more powerful, won't play, or uses dirty tricks. Specific examples and scenarios are given to illustrate the points. Very explicit wording is suggested to help defuse potential standoffs and to help parties back off from stated positions without losing face.

This book could be a valuable resource in a training program on conflict resolution or simply read and studied by an individual for personal and professional growth.

❑ Hall, J. (1973). ***The conflict management survey.*** Conroe, TX: Teleometrics Int'l.

The cover page of this instrument advertises it as "(A)n assessment of the individual's reaction to and characteristic handling of conflicts between himself and others." The survey is designed to give individuals information about themselves regarding how they typically approach managing conflict.

Twelve conflict situations are described, each with five alternative approaches to the management or resolution of the conflict. The survey respondent gives each alternative a numbered weight on a ten-point scale from "completely characteristic" to "completely uncharacteristic." A Profile Summary sheet produces a raw score which must be converted to a T-Score from a table in the booklet, *How to Interpret Your Scores From the Conflict Management Survey.*

This twelve page booklet offers an explanation of five conflict management styles and instructs the survey respondent in how to interpret his or her own scores on the two dimensional instrument. The dimensions are "concern for relationship" and "concern for personal goals."

PRINT RESOURCES

❑ Johnson, D. W. & Johnson, F. P. *(1975).* ***Joining together: Group theory and group skills.*** Englewood Cliffs, NJ: Prentice-Hall.

This book is most suitable as a text for a college or graduate course in group dynamics or as a manual for a group dynamics trainer. The authors describe it as "more than a book reviewing current social psychological knowledge in the area of small groups, and...more than a book of group exercises."

The chapter titles provide a listing of its topics: Leadership, Decision Making, Group Goals, Communication Within Groups, Controversy and Creativity, Conflicts of Interest, The Use of Power, Cohesion and Norms, Problem Solving, Leading Discussion Groups, Leading Growth Groups, and Team Building. Each chapter presents factual information and theory and then questions and exercises which provide an "inquiry or experiential approach to learning about the dynamics of small groups." The five appendices are as important as the main body of the book. Covering 156 pages, they deal with Conducting Skill-Training Exercises, Ethics of Experiential Learning, How to Compute a Group Average, Answers (to questions and exercises in the text), and Exercise Materials (the final 132 pages).

Although this book appears to be designed as a text or training manual, it could also be valuable to an individual who simply wanted to understand the dynamics of small groups. The material is so interestingly presented that it quickly involves the reader in personal inventory of his or her own group skills.

❑ Smith, S. C. & Piele, P. K. (1989). ***School leadership: Handbook for excellence (2nd ed.).*** Eugene, OR: ERIC Clearinghouse on Educational Management.

This handbook suggests the knowledge, structure, and skills necessary for a leader to inspire all members of the school community to work together toward the goal of an excellent education for every student. Rather than summarizing research findings as an end in itself, each chapter includes one or more sections that spell out implications, recommendations, or guidelines for putting knowledge into practice. Adding to the book's practical focus are many examples and case studies of actual school programs or school leaders at work.

The book is also highly readable. Each chapter is a simple yet detailed exposition of ideas on the topic, free of jargon and technical data. **Part 1, The Person** includes Portrait of a Leader; Leadership Styles; Training and Selecting School Leaders; and, Two Special Cases: Women and Blacks. **Part 2, The Structure** includes School-Based Management; Team Management; Participative Decision Making; and, School Climate. **Part 3, The Skills** includes Leading the Instructional Program; Leading the Instructional Staff; Communicating; Building Coalitions; Leading Meetings; Managing Time and Stress; and, Managing Conflict.

PRINT RESOURCES

❑ Thomas, K. W. & Kilmann, R. H. (1974). ***Thomas-Kilmann conflict mode instrument.*** Tuxedo, NY: Xicom.

This is a 30-question forced choice instrument which identifies the degree to which a respondent uses any one of five conflict-handling modes when facing conflict situations. The modes are Competing (forcing), Collaborating (problem solving), Compromising (sharing), Avoiding (withdrawal), and Accommodating (smoothing).

The instrument comes as a 16-page booklet. The first 4 pages are the instrument itself; the following 12 pages are bound by a small round seal which is to be broken after the respondent has completed the instrument. These pages explain how to score and interpret the results. Thomas and Kilmann have developed a two-dimensional model of conflict-handling behavior with "cooperativeness" and "assertiveness" as the dimensions. High cooperativeness and low assertiveness represent the accommodating mode; high cooperativeness and high assertiveness, the collaborating mode; low cooperativeness and high assertiveness, the competing mode; low cooperativeness and low assertiveness, the avoiding mode; and midrange on both dimensions, the compromising mode. The authors provide a discussion of each mode and a recommendation for when it can best be used.

❑ Walton, R. E. (1988). ***Managing conflict – Interpersonal dialogue and third party roles.*** San Diego, CA: University Associates.

This book presents a framework for diagnosing recurring conflicts and suggests several basic options for controlling or resolving them. It presents a dialogue approach to conflict management and discusses the third-party role in conflict situations.

MEDIA RESOURCES

❑ Interaction: Human Concerns in the Schools

This is a 30-lesson telecourse with three pairs of moderators who provide an understanding of human and cultural similarities in a pluralistic society. *Examining Conflict is* one of the 30 programs.

Maryland Center for Public Broadcasting
30 tapes, 30 min. each, 1980

❑ Is It Always Right to be Right?

This short film illustrates the problem when people insist on never seeing the others' point of view. Using a cartoon format, the film shows how interpersonal conflicts grow into major problems between countries.

CRM Films
8 min., 16 mm, 1975

❑ Managing Conflict

This film identifies and illustrates several new strategies for dealing with conflict. It presents advantages and disadvantages of these strategies.

Salenger Educational Media
15 min., VHS/16 mm, 1979

❑ More Bloody Meetings

This entertaining video dramatizes what happens when a tableful of temperamental but otherwise quite competent executives are let loose under an incompetent chairperson. John Cleese is the host.

Video Arts, Inc.
27 min., VHS

❑ Resolving Conflicts

Disagreements among employees are everyday occurrences. It falls to managers to intervene before these conflicts undermine morale and productivity. This film presents five conflict resolution strategies: avoidance, returning the conflict to those involved, imposing a solution, compromise, and collaboration. To illustrate these strategies, the film shows three explosive situations, using before and after vignettes, to show how to choose and use the corrective action that will be the most effective.

CRM Films
22 min., VHS/16 mm

MEDIA RESOURCES

❑ Working With Difficult People

Work has its stressful moments, but when chronic problematic people are added in, life can become not only unbearable but also unproductive. This film demonstrates a workable approach for changing the behavior of difficult people and describes how to cope with the situation if behavior change is just not possible. Difficult behavior falls into two categories – aggressive and passive – with one about as bad as the other. To deal with these difficult behaviors, a four-step strategy is shown in action: calmly describe the situation to the person, cite the consequences of the behavior, specifically state what you want to do to change the situation, and come to an agreement about a solution. Since a final solution is not always possible, the film also describes and illustrates coping strategies.

CRM Films
25 min., VHS/16 mm

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Chapter 11

Skill Area #10:

Stress Management

SELECTED PROGRAMS

❑ Employee Wellness Program: Baltimore County Public Schools

The purpose of this program is to help employees identify and change negative health habits. The emphasis is on preventing disease and promoting a physically and mentally healthy lifestyle. The worksite is an excellent place to reach adults since it is convenient and accessible. Promoting wellness among school staff members has a built-in multiplier effect in that changing the health habits of a relative few will affect the health habits of many such as faculty, staff, school children and their families.

Schools are potential community wellness centers. Established school based programs can be made available to the community, thus making fuller use of publicly supported facilities and reinforcing the school's role as the center of community life.

Understanding that some major risk factors cannot be changed, e.g., sex, age, race, and heredity, the Employee Wellness Program addresses the risk factors that can be changed: smoking, cholesterol levels, physical inactivity, high blood pressure, obesity, and stress. School-based activities include screening and needs assessments, fitness programs, wellness courses, and other screenings and analyses.

Contact: **Wellness Program Specialist**
Baltimore County Public Schools
6901 Charles Street
Towson, MD 21204
(301) 887-2972

❑ Management Institute

This institute is part of the University of Richmond's commitment to provide practical, useful services in management training. Programs are usually offered in time management and stress control, managing the desk, and attaining peak performance.

Contact: **University of Richmond**
Management Institute
Richmond, VA 23173
(804) 289-8013

SELECTED PROGRAMS

❑ Organization and Fiscal Skills

This 4-day workshop is part of the comprehensive training program in the National Principals' Academy. The workshop has a specified curriculum including school-based management, time and stress management, and resource allocation management.

Contact: **National Association of Elementary School Principals**
1615 Duke Street
Alexandria, VA 22314
(703) 684-3345

❑ Stressing the Positive: Managing Your Responsibilities

Understanding the role of stress in everyday life is the focus of this two-day program for staff of Montgomery County Public Schools. Participants learn and practice techniques for managing stress to strengthen their personal and work competencies and increase job satisfaction. Information about topics and speakers is available from the coordinator.

Contact: **Coordinator, Support Staff Training**
Department of Staff Development
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3452

❑ Time Management: Taking Charge of Your Life

This 2-day program provides the basics of a systematic way to take charge of your life's priorities and your daily activities. Topics include identifying values and priorities, daily planning, keeping track of "unfinished business," and keeping details together. The program is part of AASA's popular seminar and institute series.

Contact: **National Academy for School Executives**
1801 N. Moore Street
Arlington, VA 22209-9988
(703) 528-0700

PRINT RESOURCES

❑ Adams, J. D. (1980). ***Understanding and Managing Stress.*** San Diego, CA: University Associates.

This is a three-part package for stress management workshops. The Facilitator's Guide presents a step-by-step 2-day workshop design to accompany the Workbook as a participant manual. The six modules of the Workbook deal with understanding stress, self-awareness and personal planning, holistic living, creating and using support networks, managing work-related stress, and following up one step at a time. It also provides evaluation and assessment instruments and activities. The *Book of Readings* contains 14 articles by recognized authorities in the field and provides thorough coverage of effective stress-management approaches. The readings are also valuable apart from a workshop setting.

❑ Burford, C. (1987). **Humor of principals and its impact on teachers and the school.** *Journal of Educational Administration,* 25(1), 29-54.

This article discusses theories about humor as an important coping strategy among educators and students. Such observations prompted the study reported here, which investigates the relationship between humor and the principal's role, and the research implications of the relationship. The article outlines the study's rationale, methodology, findings, and conclusions.

❑ Jentz, B. C., Cheever, D. S., Jr. & Fisher, S. B. (1980). **How to survive your first year: A guide for new principals.** *The National Elementary Principal,* 59(3), 23-26.

According to the authors, getting off to a good start as a principal requires getting – and using wisely – good information. They offer a set of questions and exercises to use privately or with a colleague to prepare for giving good information about oneself as an individual and as a new principal.

1. Am I aware of the "jump reflex" in myself? Do I jump too quickly to offer help before I really know what is needed? And do I promise more than I can actually deliver?
2. Am I aware of the "should, ought, and must voice" in myself? Three exercises are suggested for analyzing this question.
3. Am I aware of my feelings and how I characteristically act when experiencing certain things? New principals sometimes miss negative signals from others in their enthusiasm for the new job.
4. Am I aware of my own confusion? Confusion is an inevitable part of a new principalship, and hiding that confusion could be costly in terms of communicating.

PRINT RESOURCES

The authors have focused on personal stock-taking, but recognize that self-instruction is a limited, although valuable, method of learning about discrepancies in word and deed. They suggest seeking help from others who have been there before.

❑ Lemley, R. E. (1987). **Guidelines for recognizing the subtle indicators of stress.** *NASSP Bulletin,* 71(497), 134-137.

The author lists 10 behavior patterns that, when recognized, might prevent stress from threatening a principal's leadership. "Chronic difficulties," he says, "always begin with minor changes in behavior." The 10 problem behaviors are 1) reducing the amount of time given to important tasks; 2) redefining ownership and shifting boundaries to escape responsibility; 3) blocking out new information; 4) engaging in superficial involvement; 5) giving up; 6) practicing cynicism; 7) acting depersonalized or detached; 8) wasting time; 9) using inappropriate humor; and 10) being unavailable or inaccessible.

Although his suggested solutions are somewhat superficial, his descriptions of the problem behaviors should prove valuable to a principal.

❑ Mackenzie, R. A. (1972). ***The time trap.*** New York: Amacom, American Management Association.

The point of this book is that time seems to master all of us. We all live through the same amount of time each day, and the key is to learn to manage ourselves to best use our time. The chapters address nine topics: time as a critical resource, managing oneself, planning one's work, getting organized, blocking interruptions, handling decisions, delegating, managing the time of subordinates, and working with one's secretary.

The appendix tells "How to Spring the Time Trap." The author lists twelve time-wasters he has encountered in his consulting and suggests possible causes and solutions for each.

The book is interesting and easy to read. It might offend female readers because it focuses on male workers and male gender references.

❑ McKay, A. B. (1987). **A *working guide for effective stress management.*** Silver Spring, MD: Leadership and Management Training, Inc.

This brief working guide is designed to help people become more knowledgeable and committed to improving their own stress management capabilities. Six key questions are examined:

PRINT RESOURCES

1. Why should we study stress? Some facts about stress and the results of a study explain why it is important to pay attention to stress.
2. What is stress? Definitions of stress, distress, eustress, stressor, episodic stress, and chronic stress provide an understanding of a basic working vocabulary.
3. What are the symptoms of distress? Seventeen common symptoms are listed. There is a work space for the reader to list symptoms recently experienced.
4. What are the major sources of distress for you? The reader is asked to complete a chart of events that occur on and off the job and day to day conditions that are present on and off the job.
5. What are some of the possible solutions to distress? Listed are 20 coping skills and 20 suggestions for improving lifestyle.
6. What actions are you going to take? After reading a few reminders, the reader begins, his or her own action plan by listing some behaviors to START, some to STOP, and some to CONTINUE.

This small booklet is appropriate for individual use by a busy person who might not take the time to study stress more thoroughly and by stress-management trainers who want a practical, easy-to-use participant manual.

❑ McKay, A. B. *(1987).* ***A working guide for effective time management.*** Silver Spring, MD: Leadership and Management Training, Inc.

This working guide is designed to help people become more knowledgeable and committed to improving their own time-management capabilities. Five key questions are examined:

1. Why study time management? Ten reasons are given as well as a work space for the reader to choose the four reasons most pertinent to him or her.
2. What are the most significant time-management barriers you face in your job? Examples of time-consuming demands are depicted in a diagram. In the work space provided, the reader completes his or her personal diagram.
3. How do your personal traits affect your time-management skill? Five personal traits are described: the perfectionist, the speedster, the workaholic, the hard nose, and the helper. The reader completes a personal profile and considers certain behaviors to start and to stop as they relate to the traits.
4. What are the solutions? Ten tips are given.
5. What actions are you going to take? A five-step outline for an action plan is provided, to be completed and followed by the reader.

This booklet is appropriate for individual use and by time-management trainers who want a practical, easy-to-use participant manual.

PRINT RESOURCES

❑ Oncken, W., Jr. & Wass, D. L. (1974). **Management time: Who's got the monkey?** *Harvard Business Review,* 52(6), 75-80.

This article from the 1970's has become so well known, it might safely be considered a classic. The authors suggest that management time comes in three varieties: boss-imposed, system-imposed, and self-imposed. Self-imposed time can be subdivided into subordinate-imposed time and discretionary time. Using a monkey as a metaphor for a problem, the authors show how subordinate-imposed time can squeeze discretionary time right out of a manager's day, thus robbing the manager of the time needed to deal with boss-imposed and system-imposed time.

In the analogy, the subordinate's problem is a monkey on his back. When he brings that problem to his manager, the monkey either leaps to the manager's back or sits astride both backs and "moves the wrong leg" to end up on the manager's back. The authors explain how managers can return these monkeys to the backs of their rightful owners and offers some guidelines for problem solving under the title "Care and Feeding of Monkeys."

❑ Savery, L. K. & Detiuk, M. (1986). **The perceived stress levels of primary and secondary principals.** *Journal of Educational Administration,* 24(2), 272-81.

Research conducted in Western Australian government schools indicates perceived stress among principals, particularly role overload and role conflict. Primary principals experienced greater stress than secondary principals. Suggestions on how the education department can reduce employee stress include altering leadership styles and offering stress relief programs.

❑ Shipman, N. J., Martin, J. B., McKay, A. B. & Anastasi, R. E. (1983). ***Effective time management techniques for school administrators.*** Englewood Cliffs, NJ: Prentice-Hall.

This book practices what it preaches. It advertises itself as "an answer book, a problem solver, and an ideas book that deals specifically with the needs of busy administrators" – and that's what it is. It offers sound advice in straightforward terms with more than 50 time-management aids presented as forms, charts, and diagrams.

The first four chapters address effectiveness vs. busy-ness, structuring a time-management style, making the environment work for you, and handling overload. The next three chapters offer time-saving procedures for dealing with discipline, the staff, meetings and conferences, and all facets of the organization. The final chapter gives steps for designing a personal time-management system.

PRINT RESOURCES

❑ Smith, S. C. & Piele, P. K. (1989). ***School leadership: Handbook for excellence (2nd ed.).*** Eugene, OR: ERIC Clearinghouse on Educational Management.

This handbook suggests the knowledge, structure, and skills necessary for a leader to inspire all members of the school community to work together toward the goal of an excellent education for every student. Rather than summarizing research findings as an end in itself, each chapter includes one or more sections that spell out implications, recommendations, or guidelines for putting knowledge into practice. Adding to the book's practical focus are many examples and case studies of actual school programs or school leaders at work.

The book is also highly readable. Each chapter is a simple yet detailed exposition of ideas on the topic, free of jargon and technical data. **Part 1, The Person** includes Portrait of a Leader; Leadership Styles; Training and Selecting School Leaders; and Two Special Cases: Women and Blacks. **Part 2, The Structure** includes School-Based Management; Team Management; Participative Decision Making; and School Climate. **Part 3, The Skills** includes Leading the Instructional Program; Leading the Instructional Staff; Communicating; Building Coalitions; Leading Meetings; Managing Time and Stress; and Managing Conflict.

❑ ***University Associates Annual Series*** **(1972-1990).** San Diego, CA: University Associates.

University Associates produce a series of handbooks and annuals which comprise a collection of structured activities developed and used by human relations trainers and group facilitators from all over the country. Some activities have such widespread use that authorship can no longer be determined. UA gives permission to reproduce this material for educational or training purposes but not for republication.

The following activities are relevant to this skill area:

- 1982: Stress Management Training Packages
- 1980: Job-Related Adaptive Skills: Toward Personal Growth
- 1976: Dealing With Anger

Most activities are adaptable to specific situations. Variations are provided for most, and facilitators are encouraged to experiment with additional variations. All necessary diagrams, inventories, work sheets, scoring sheets, and instructions are given. The language is usually clear and straightforward.

PRINT RESOURCES

❑ Warshaw, L. J. *(1986).* ***Managing stress.*** Reading, MA: Addison-Wesley.

Warshaw opens his preface with his statement of intention: "...to help managers on all levels to recognize, appreciate, and control stressors in the workplace and to develop and operate stress-management programs that will relieve their adverse effects on individual workers and/or the work organization. The intent is not to make therapists or social scientists out of business people, but to explain what such professionals can offer and to help the organization derive greater benefits from their activities in the work setting."

In his first two chapters, Warshaw takes care of the obligatory definitions and descriptions of stress. In Chapter 3, he looks at stress in the work setting and identifies some types of stress that are caused by, or at least associated with, some types of job conditions.

Part II, Stress Management Programs (Chapters 4-8), looks at stress management programs and kinds of helpers that can be available to workers. The primary goal of a stress management program in the work setting is to reduce the burden of stress-related emotional and behavioral problems on individual employees and collectively on the work organization.

Part III, Reactions and Stressors (Chapters 9-10), looks at stress reactions most often encountered in the work setting: alcohol and drug abuse, backache, mass psychogenic illness, and absenteeism. It also addresses change as a stressor.

Part IV, Coping and Preventing (Chapters 11-12), offers mechanisms for coping with stress and for preventing stress reactions. Part V, Organizational Considerations (Chapters 13-14), addresses accidents and worker compensation, program evaluation, and necessary further research.

Warshaw says he will consider his book successful "if, rather than creating stress for managers by giving them additional items to be concerned about, it helps them to appreciate the true significance of their role and to perform it more effectively." The book offers enough help to the reader/manager that its success should be assured.

MEDIA RESOURCES

❑ Managing Stress

This program pertains to work-related stress. It is designed to help the viewer recognize common sources of stress, assess his or her capacity to tolerate stress, and become more aware of alternate means for coping with stress.

CRM Films
33 min., VHS/16 mm, 1979

❑ Managing Stress Series

This is a series of three films about coping with stress in everyday life: 1) The Time Bomb Within; 2) What the World Dishes Out; and 3) What You Bring On Yourself.

MTI Teleprograms, Inc.
15 min. each, VHS/16 mm, 1984

❑ The One Minute Manag[illegible]r Meets the Monkey Audio Tape

Kenneth Blanchard and William Oncken, Jr., team up in an audio tape that will get those "monkeys" off your back. This combines Blanchard's one minute management concept with Oncken's time management approach for those administrators who feel their subordinates depend on them too much and think for themselves too little.

Blanchard Training and Development
90 min., audio tape

❑ A Perfectly Normal Day

This tape helps develop a new attitude toward crises and interruptions and teaches how to reduce and manage them. It stars Tom Bosley and Jerry Fogel. As Fogel sits down at his desk to start the day, phones begin to ring, members of his staff interrupt with one crisis after another, and even an IRS agent shows up wondering if Fogel "has a minute." Then Bosley comes in with some advice on how to manage the many different crises and interruptions that are part of any "perfectly normal day."

Cally Curtis Co.
27 min., VHS/16 mm.

❑ Relax

This powerful video treats viewers to a flow of ever-changing images which guide them through a soothing series of relaxation techniques.

University Associates
VHS

MEDIA RESOURCES

❑ The Time of Your Life

This film stars James Whitmore and Ron Masak and opens with a montage of the many different ways time controls our lives. Whitmore then guides us through Alan Lakein's best-selling book, *How to Get Control of Your Time and Your Life*. Through one example after another of good and poor time use, Whitmore and Masak explore Lakein's suggestions.

Cally Curtis Co.
27 min., VHS/16 mm, 1985.

❑ The Time Trap

This videotape supports Dr. Alec Mackenzie's book of the same name. Greg and Nancy, a dual-career couple, don't feel they have enough time to do their jobs well and still enjoy leisure activities. Urged by her supervisor, Nancy reads *The Time Trap* and then encourages Greg as well to apply some of its techniques. In doing so, they discover time management is actually self-management, and when applied consistently, does leave ample time to accomplish both career and personal objectives.

American Media, Inc.
28 min., VHS.

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Appendix A

Behavioral Descriptions of the Ten Skill Areas

Skill Area # 1
INTERPERSONAL AND HUMAN RELATIONS

Description of Skill Area

Characteristic activities in the area of **Interpersonal and Human Relations** include establishing and maintaining relationships, communicating in an effective manner, developing and applying the skill of self-presentation, developing and applying the skill of challenging others, and understanding and appreciating cultural diversity.

Behavioral Descriptors

1. Establishing and Maintaining Relationships
   a. shares equal responsibility with staff members and students in the development and refinement of policies and procedures for achieving the educational goals and objectives of the school
   b. knows and applies the skills needed to build well-functioning work groups within the school
   c. establishes and maintains a work climate that encourages responsible risk-taking by staff members of the school
   d. knows and applies effective crisis and conflict intervention strategies
   e. knows and uses effective listening skills
2. Communicating in an Effective Manner
   a. demonstrates effective oral and written communication skills in the school environment
   b. identifies and communicates with members of informal groups
   c. uses formal and informal procedures for gathering, sharing, and disseminating information
   d. gives appropriate communicative feedback to target audiences
   e. responds with empathy and understanding to those who disclose sensitive information about themselves
3. Developing and Applying the Skill of Self-Presentation
   a. examines interpersonal style to identify strengths and shortcomings
   b. is concrete and honest about one's own experiences, feelings, and behaviors
   c. identifies and expresses feelings about relevant issues to others, focusing on positive attributes
   d. seeks and accepts feedback about performance and style
   e. realizes limitations of personal style and works to grow and change them
4. Developing and Applying the Skill of Challenging Others
   a. knows how to identify and communicate professional strengths and concerns to appropriate members of the school environment
   b. understands the communication of others; what is actually said; what is implied, what is hinted at; and what the individual fears to state more clearly
   c. knows how to help others to examine their behavior more carefully, especially in terms of personal or professional discrepancies

d. knows how to help others explore the potentialities and problems within individual and work group relationships

5. Understanding and Appreciating Cultural Diversity
   a. understands, acknowledges, and affirms the differing cultural dimensions among staff, students, and parents
   b. overcomes and corrects common assumptions and stereotypes about staff, students, and parents based on erroneous cultural suppositions and expectations
   c. assesses instructional materials and other school-related activities from a pluralistic standpoint, making certain that every staff member and student has a sense of belongingness and worth as a valuable human being
   d. develops a sensitivity towards achieving and maintaining an appropriate cultural representativeness of the school staff
   e. establishes and maintains cooperative planning strategies with school and community members, appreciating and respecting the diversity of backgrounds, opinions, and expectations

Skill Area #2
INSTRUCTIONAL SUPERVISION

Description of Skill Area

Characteristic activities in the area of **Instructional Supervision** include knowing characteristics of effective teaching based on an understanding of the professional literature, establishing and describing specific criteria for supervising and evaluating teacher performance, gathering and accurately interpreting data regarding classroom teaching, formulating objective interpretations and judgments from data regarding classroom teaching, planning and conducting effective post-observation instructional conferences and teacher evaluation conferences, and carrying out appropriate evaluative responsibilities with marginal or ineffective teachers.

Behavioral Descriptors

1. Knowing Characteristics of Effective Teaching Based on an Understanding of the Professional Literature
   a. knows research findings on "time on task" and "high pupil expectations"
   b. names and contrasts the components of an effective lesson, based on literature (e.g., Hunter, Rosenshine, Berliner, Stallings, Joyce)
   c. understands the meaning of such effective teacher behavior terms as proximity, wait-time, and praising
   d. knows research and literature regarding effective instruction in the multicultural setting
   e. knows the pertinent research and literature concerning effective schools and school improvement

2. Establishing and Describing Specific Criteria for Observing and Evaluating Teacher Performance
   a. using school system criteria, lists a set of teacher classroom performance areas
   b. provides clear and detailed behavioral examples for each performance area

c. prepares a written statement of expectations for teacher performance, based on above information

d. lists meaning of evaluative terms so teachers will clearly know what is expected of them

3. Gathering and Accurately Interpreting Data Regarding Classroom Teaching

a. recognizes and makes note of pupil attending behavior

b. specifies teacher and pupil behavior and pertinent interactions

c. uses behavioral data to generate inferences and judgments regarding teacher performance

d. states the sequence and times of the major teaching and learning activities during a classroom lesson

e. uses appropriate formats in gathering data about classroom performance

4. Formulating Objective Interpretations and Judgments from Data Regarding Classroom Teaching

a. sorts classroom observation data into categories of teacher performance

b. formulates inferences and generalizations about instruction

c. establishes judgments about the quality of teaching, based on established standards

d. identifies those teacher characteristics that are not acceptable, those that need further improvement, and others that warrant praise and positive reinforcement

5. Planning and Conducting Effective Post-Observation Instructional Conferences and Teacher Evaluation Conferences

a. considers competence and commitment of teacher and decides on an appropriate leadership style for use in conducting conference

b. plans specific elements for the conference, including objectives, lesson sequence, data and inferences, training resources, and appropriate summary

c. conducts conference in a setting and manner consistent with plans

d. provides resources for teacher improvement, such as other teachers to observe, courses available, films and other media, workshops, consultants, etc.

e. follows through on professional improvement plans and keeps appropriate records

6. Carrying Out Appropriate Evaluative Responsibilities With Marginal or Ineffective Teachers

a. reviews evaluative data about performance on a regular basis, meeting those individuals who are not performing adequately

b. knows state laws, school system policies and procedures, deadlines, forms, due process, and other requirements for dealing with ineffective or marginal teachers

c. carries out procedures calmly, directly, objectively, and with compassion

d. keeps thorough and objective records

e. provides training recommendations continuously and secures resources to assist the teacher

Skill Area #3
STAFF DEVELOPMENT

Description of Skill Area

Characteristic activities in the area of **Staff Development** include understanding and applying research on the nature of the adult learner, assessing staff training needs, developing staff development programs, implementing staff development programs, evaluating staff development programs, being knowledgeable of research on effective schools and applying it in managing school improvement, establishing professional activities for individual renewal and growth, and dealing effectively with training problems.

Behavioral Descriptors

1. Understanding and Applying Research on the Nature of the Adult Learner
   a. knows several theories regarding adult learners and their characteristics
   b. applies knowledge of adult learner characteristics to training situations
   c. decides on the amount of direction adults need in training situations
   d. becomes aware of audience attitudes, expectations, and perceptions
   e. knows how to identify "hidden agendas"
2. Assessing Staff Training Needs
   a. knows and can design or use a variety of methods to assess learner needs
   b. determines the advantages and disadvantages of various needs assessment methods depending on the training situation
   c. analyzes needs assessment data to determine training priorities
   d. states needs and translates them into training goals and objectives
   e. differentiates between training needs and organizational or management needs
3. Developing Staff Development Programs
   a. decides how and when to involve audience in program planning
   b. generates alternative program designs based on training objectives and makes realistic estimates of time required for learning activities
   c. identifies and organizes human and material resources
   d. attends to details for physical space, room arrangements, materials, A/V readiness, etc.
   e. anticipates potential problems in delivering the program, and prepares contingency plans
4. Implementing Staff Development Programs
   a. sets a positive climate for learning
   b. makes interesting and lively presentations
   c. conducts effective discussions
   d. uses a variety of experiential methods, such as role plays or simulations
   e. helps audience to use their own skills in applying learning to their work activity

5. Evaluating Staff Development Programs
   a. devises forms to evaluate program and personnel
   b. obtains, interprets, and uses informal feedback
   c. analyzes feedback data objectively
   d. uses statistics and other methods to measure results
   e. reviews data for both short and long-range improvement
6. Being Knowledgeable of Research on Effective Schools and Applying it in Managing School Improvement
   a. knows various research findings on the characteristics of effective teaching effective schools, and effective school improvement and change
   b. applies such knowledge in establishing school improvement goals, objectives, and plans
   c. diagnoses the social climate, established norms, and the various forces involved in implementing change at the school level
   d. identifies and secures human and material resources in support of school improvement plans
   e. exerts influence, understanding, and support for local school improvement within the hierarchical structure of the school system
7. Establishing Professional Activities for Individual Renewal and Growth
   a. uses "professional development plan" in counseling staff regarding their training and development
   b. determines and uses human and material resources available within the school
   c. establishes a professional library of print and audio-visual material and makes it available for staff use
   d. develops and uses a summary document listing training resources outside the school to support staff and teacher growth and development
   e. diagnoses personal style and its effect on others
8. Dealing Effectively with Training Problems
   a. recognizes symptoms of potential problems that occur during training
   b. handles problem participants with patience and skill
   c. builds an atmosphere of trust and openness
   d. realizes that participant hostility can be caused by factors outside of the trainer's control
   e. understands his/her own personal training style and its limitations

Skill Area #4
PLANNING AND GOAL SETTING

Description of Skill Area

Characteristic activities in the area of **Planning and Goal Setting** include assessing and determining needs; establishing school mission, goals, and objectives; identifying tasks, roles, and responsibilities; locating resources; and planning for contingencies.

Behavioral Descriptors

1. Assessing and Determining Needs
   a. knows and can apply statistical concepts in interpreting test data
   b. understands and uses a variety of methods and techniques to determine student achievement and the school's educational environment
   c. analyzes and interprets periodic teacher reports of student progress
   d. is aware of research on effective schools and instruction and can apply it in assessing needs
   e. obtains and interprets informal data about school norms, attitudes and feelings
2. Establishing School Mission, Goals and Objectives
   a. considers system mission, goals, and policies in preparing school initiatives and plans
   b. obtains input from staff, students, and community representatives in preparing school initiatives and plans
   c. writes a clear and concise statement of school mission reflecting adequate needs assessment and input from a variety of sources
   d. establishes short, medium, and long-range goals and objectives for the school improvement process
   e. sets realistic boundaries within which projects and school plans are to function
3. Identifying Tasks, Roles and Responsibilities
   a. establishes specific actions and tasks that must be done to complete objectives
   b. completes realistic estimates of time necessary to complete tasks and uses this information to develop timelines
   c. considers successful experiences and previous problems in implementing plans
   d. determines staff capabilities in assigning and delegating roles and responsibilities to implement plans effectively
   e. considers human, technical and material factors when establishing tasks, roles, and responsibilities
4. Locating Resources
   a. establishes and maintains positive relationships with peers and colleagues throughout the organization
   b. reads and understands annual budget, official documents, newsletters, school board material, system policies, and other material indicating available and potential resources
   c. uses formal and informal methods to obtain resources to support plans
   d. keeps abreast of developments and resources available outside the school system – from other systems, state department, federal government, associations, community, and other sources
5. Planning for Contingencies
   a. generates plausible future conditions and factors that could have an impact on plans
   b. establishes effective alternative actions for future conditions and has these possibilities in mind during implementation of plans

c. establishes indicators of possible failure in moving successfully toward goals or objectives
d. considers range of alternative actions and plans, including changing or dropping goals or objectives or actions very different from those planned

Skill Area #5
PROBLEM ANALYSIS

Description of Skill Area

Characteristic activities in the area of **Problem Analysis** include identifying problem situations, analyzing problem situations, generating multiple solutions, and designing and evaluating plans for action.

Behavioral Descriptors

1. Identifying Problem Situations
   a. generates multiple problem statements relative to the situation, issue, or concern, depending on one's perspective
   b. knows and refines problem statements in order to define the problem as a gap between the present and desired condition
   c. knows and selects elements of a problem situation that are more important than others
   d. determines the degree of caution that is necessary for each problem situation
2. Analyzing Problem Situations
   a. knows and applies a variety of strategies to analyze problem situations
   b. seeks out additional relevant data when needed
   c. understands complex information to determine the important elements of problem situations
   d. identifies specific critical elements that facilitate a problem situation
   e. demonstrates an ability to inform superiors about critical problems at the appropriate time
3. Generating Multiple Solutions
   a. develops a quantity of possible solutions for problems in a short period of time
   b. works cooperatively with others in brainstorming solutions
   c. considers divergent evidence and opinions
   d. leads problem-solving activities in a non-critical, low-risk environment where individuals are encouraged to voice creative, yet practical, solutions
   e. selects the best solution in terms of its feasibility and short and long-term impact on a problem situation
4. Designing and Evaluating Plans For Action
   a. uses sound analytical judgement to build concrete plans for action
   b. identifies appropriate individuals or groups who should develop and expedite plans of action
   c. identifies the resources that are necessary for addressing the problem situation

d. anticipates and identifies the possible barriers to carrying out plans for action
e. establishes criteria for evaluating the effectiveness of proposed actions in terms of impact on both productivity and interpersonal relationships

Skill Area #6
DECISION MAKING

Description of Skill Area

Characteristic activities in the area of **Decision Making** include gathering data; analyzing data; generating a variety of decision-making alternatives; choosing and carrying out decisions with conviction, courage and compassion; and maintaining an openness while implementing decisions.

Behavioral Descriptors

1. Gathering Data
   a. identifies and uses both formal and informal data sources
   b. estimates what information is absolutely necessary before a decision can be made
   c. recognizes when additional data is necessary in order to make an effective decision
   d. seeks and obtains data that represents existing and projected conditions in the area of productivity and the interpersonal relationships as well
   e. seeks information objectively from those who are likely to disagree with one's own point of view
2. Analyzing Data
   a. uses data to determine the possible causes of a problem and how these causes relate to one another
   b. examines data to determine similarities and differences, trends, and potential changes that could occur over time
   c. knows and can use statistical techniques to format and represent data in gaining a better understanding of the problem or situation
   d. identifies other available human and material resources that could assist in one's understanding of the situation
   e. determines what is fact and what is opinion
3. Generating a Variety of Decision-Making Alternatives
   a. identifies the factors that may impede the decision-making process
   b. realizes short and long-term consequences of alternative decisions
   c. determines the decision-making technique (majority vote, consensus, etc.) that is appropriate for a particular situation
   d. considers such factors as timing, who should announce or "lead" the decision, where and how the decision should be announced, teamwork capabilities, etc.
4. Choosing and Carrying Out Decisions with Conviction, Courage and Compassion
   a. chooses decision that has greatest promise of achieving both short and long-term goals
   b. chooses decision that focuses on what is best for the student, while supporting school officials and procedures

c. identifies, obtains, and organizes necessary resources in implementing decisions quickly and effectively
d. makes unpopular decisions when necessary and explains reasons behind the decisions to parties involved
e. carries out decisions with conviction courage, and compassion, with the positive impact on the student uppermost in mind

5. Maintaining an Openness While Implementing Decisions
   a. implements decisions while maintaining readiness to listen to and consider alternatives
   b. seeks and listens to information from persons affected by decisions
   c. notes feelings and attitudes of others
   d. is aware of personal feelings and convictions and the impact of them on one's judgement
   e. is able to recognize personal mistakes and admits them when appropriate

Skill Area #7
COMMUNICATION

Description of Skill Area

Characteristic activities in the area of **Communication** include practicing effective oral communication skills, using proper written communication skills, using active listening skills, developing effective human relation skills, and using effective organizational communication processes.

Behavioral Descriptors

1. Practicing Effective Oral Communication Skills
   a. uses appropriate words, pronunciation, and grammar
   b. uses appropriate gestures, facial expressions, and eye contact while conversing with others
   c. uses appropriate speech rate, volume, and clarity in face-to-face situations with others
   d. makes clear and concise oral reports and makes effective use of educational technology when speaking in public
   e. expresses and defends with evidence one's point of view in dialogues, meetings, and conferences

2. Using Proper Written Communication Skills
   a. uses appropriate words, correct grammar, and spelling
   b. uses proper sentence and paragraph construction, with logical structure
   c. prepares clear and concise reports, memoranda, letters, and other written material
   d. uses appropriate persuasion strategies when formulating written arguments
   e. uses appropriate technology when producing written documents

3. Using Active Listening Skills
   a. accurately hears messages, its component parts, and its underlying tone
   b. analyzes messages to identify thoughts and feelings implied but not stated
   c. effectively discriminates among the cognitive and affective components of a verbal

message

d. provides effective feedback to individuals and group members

e. demonstrates appropriate physical attending skills

4. Developing Effective Human Relation Skills

a. asks questions in a manner that results in cooperation

b. describes accurately opposing viewpoints among different individuals and groups

c. recognizes the feelings of others with sensitivity

d. expresses feelings in an effort to help others understand them, and can suppress feelings

e. uses supportive behavior to build trust among staff, students, parents, and others in order to facilitate effective communicative processes

5. Using Effective Organizational Communication Processes

a. establishes open, two-way communication and encourages the sharing of information and ideas throughout the organization

b. communicates effectively on an informal basis with staff, colleagues, students, and others

c. establishes collaboration and coordination among work groups within the organization through the use of effective communication procedures

d. uses formal and informal procedures to gather information about community desires and expectations, and informs the community about the educational accomplishments and educational needs

e. seeks and analyzes feedback to improve the organizational communication processes

Skill Area #8
COORDINATION

Description of Skill Area

Characteristic activities in the area of **Coordination** include applying and using the skills in the other educational leadership areas; establishing a clear vision for school improvement; using formal and informal methods to develop a collaborative climate within the school; delegating responsibility to others; and monitoring progress of educational activities.

Behavioral Descriptors

1. Applying and Using the Skills in the Other Educational Leadership Areas

a. performs the skills in the areas of planning and goal-setting, problem analysis, and decision-making

b. performs the skills in the areas of instructional supervision and the principal as staff developer

c. performs the skills in the areas of interpersonal and human relations, communication, and conflict resolution

d. performs the skills in the area of stress management

2. Establishing a Clear Vision for School Improvement
   a. uses achievement and school climate data to develop and articulate an educational mission for the school
   b. uses vision, goals, and priorities as criteria for decision-making on all fronts
   c. establishes and publishes clear school policies and procedures
   d. maintains an instructional focus that provides an integrated consistency among the various educational programs offered by the school, with the school mission as the basis
   e. demonstrates professional behavior that is consistent with espoused educational and ethical values
3. Using Formal and Informal Methods to Develop a Collaborative Climate Within the School
   a. establishes and uses formal and informal procedures and methods to gain commitment among instructional staff, support staff, administrative personnel, and parents
   b. builds a spirit of trust and cooperation among students, all staff, and parents
   c. creates a well-designed system of school-wide communication
   d. locates decision-making and problem-solving responsibilities as close as possible to the information source within the school organization
   e. recognizes and values the importance of collaboration and involvement as a vehicle to achieve broad-based commitment
4. Delegating Responsibility to Others
   a. keeps abreast of the skills, talents, and professional aspirations of instructional and support personnel
   b. urges instructional and support personnel to exercise appropriate judgment and autonomy once responsibilities are assigned
   c. considers the level of skill, motivation, and potential for professional growth when delegating responsibility to instructional and support personnel
   d. establishes appropriate timelines for the completion of delegated assignments
   e. forms and effectively uses committees to carry out the major support functions of the school's operation
5. Monitoring Progress of Educational Activities
   a. establishes systematic procedures for achieving the desired outcomes relative to the educational activities of the school
   b. meets with students, instructional staff, and support personnel to evaluate progress toward accomplishing the educational objectives of the school
   c. analyzes student achievement, personnel performance, fiscal statements, and other evaluative data to identify and locate potential areas for concern
   d. articulates the progress of curricular and co-curricular activities to members of the school community

Skill Area #9
CONFLICT MANAGEMENT

Description of Skill Area

Characteristic activities in the area of **Conflict Management** at the interpersonal, intergroup, and intragroup level include identifying and verifying causes of conflict; deciding objectively on appropriate professional responses to conflict situations, based on alternative actions and consequences; communicating effectively when under stress and pressure; expressing disagreement with others in such a way so as to continue to build and foster positive relationships; and knowing when and how it is appropriate to document and provide written records regarding conflict situations.

Behavioral Descriptors

1. Identifying and Verifying Causes of Conflict
   a. knows that one's values, beliefs, culture, philosophies, age, sex, experiences, expectations, personality, status and many other factors cause misunderstanding, disagreement, and conflict
   b. views conflict as a condition that is neither good or bad, and that solutions to conflict situations can benefit all parties involved
   c. knows one's own values and beliefs, recognizes that these views may differ substantially from others, and that this difference may contribute to misunderstanding and conflict
   d. maintains openness and understanding in interactions with those who may have very different values, beliefs, or philosophies from one's own
   e. seeks information to gain better understanding of the source of conflicts
2. Deciding Objectively on Appropriate Professional Responses to Conflict Situations, Based on Alternative Actions and Consequences
   a. considers impact of any conflict response on the productivity and human relationships, in both the short and long-run results in the classroom and school
   b. objectively considers whether to escalate or deescalate a conflict situation, based on an estimation of the long-range impact and health of the classroom and school environment
   c. recognizes that relationships do go through several stages, including a stage of conflict—and that this stage is normal, can be expected, and can be dealt with productively
   d. possesses the skills to help resolve conflicts of all types within a school environment, but particularly, has the skill to listen and to remain calm when under the pressures of conflict
3. Communicating Effectively When Under Stress and Pressure
   a. anticipates and recognizes potential conflict situations by adequate contingency planning
   b. recognizes and acknowledges feelings and emotions in self and others, and understands the difficulty of resolving conflicts when emotion level is high

c. maintains high level of active listening skills, including both verbal and non-verbal communication during periods of conflict management

d. uses relaxation to maintain poise and objectivity during conflict

e. maintains perspective and acts so as to foster long-run health in the classroom and school

4. Expressing Disagreement With Others in Such a Way So as to Continue to Build and Foster Positive Relationships

a. when expressing disagreement orally, makes the statement, citing specific behavior, shares feelings, and consequences and then reassures the other person of their worth

b. when expressing disagreement or displeasure, never does so in public, in anger, to degrade the person, or to micro-manage

c. knows that praise usually has a more lasting effect on behavioral change than negative feedback

d. maintains sensitivity to the non-verbal behaviors associated with conflict situations

5. Knowing When and How it is Appropriate to Document and Provide Written Records Regarding Conflict Situations

a. knows state laws and school system policies and procedures regarding such situations

b. writes notes or memoranda to keep written records of potentially damaging conflict situations, either to self, others, school or school system

c. keeps records of critical conflict situations and disposes of them consistently with system policy

d. when necessary, seeks advice from other school system officials or lawyers regarding adequate record-keeping

Skill Area #10
STRESS MANAGEMENT

Description of Skill Area

Characteristic activities in the area of **Stress Management** include understanding the physiological basis of stress and the symptoms of malfunctioning stress, diagnosing the causes of stress, being aware of both short and long-term strategies for managing stress, and applying stress management skills in creating and maintaining a productive and healthy educational and organizational climate.

Behavioral Descriptors

1. Understanding the Physiological Basis of Stress and the Symptoms of Malfunctioning Stress

a. knows that external factors or disruptions outside us cause a chain of physical reactions inside us and that these external disruptions are neither "good" or "bad"

b. understands that the autonomic nervous system acts directly on the heart, liver, stomach, and other organs, causing them to speed up or slow down to keep our bodies in equilibrium; and further understands that the autonomic nervous system can stimulate certain endocrine glands, causing them to release hormones and body chemicals, also to keep our bodies in equilibrium

c. recognizes that the chain reactions above occur in response to each stressor, enabling the body to act, having both a short and long-term affect on our well-being

d. identifies obvious and subtle physical behavioral symptoms and "signals" of undue or unproductive stress on self and others

2. Diagnosing the Causes of Stress

a. recognizes physical symptoms of stress, identifies causes, and acts to deal with it effectively

b. distinguishes between job stressors and nonjob stressors

c. distinguishes between isolated events causing stress and those that are on-going conditions producing stress

d. separates stressors that are controllable from those that are not

e. acknowledges that personal characteristics or needs can be a major cause of stress, and can identify such personal characteristics objectively

3. Being Aware of Both Short and Long-Term Strategies for Managing Stress

a. knows numerous coping strategies for handling short-term crises and problems, including several brief stretching exercises, appropriate breathing skills, simple relaxation exercises, or biofeedback techniques

b. knows and practices numerous long-term protective wellness characteristics, such as appropriate diet, regular exercise, meditation or prayer, use of support persons or groups, regular sleep, and others

c. identifies goals and sets priorities for both personal and job setting, and monitors time usage regularly to assure steady movement toward goals

d. practices efficient and effective time management techniques

e. anticipates stressful situations and conditions, and acts to prepare self for dealing with them effectively

4. Applying Stress Management Skills in Creating and Maintaining a Productive and Healthy Educational and Organizational Climate

a. fosters open, collaborative, and honest communication at all levels within the organization

b. establishes a climate where mistakes are accepted and used as a positive occurrence from which to learn

c. encourages people to seek help and advice from others to solve problems, regardless of their official position

d. shares openly the decision-making and problem-solving process with others

e. works cooperatively with staff in establishing the school's goals, objectives, and plans

Appendix B

Individualized Professional Development Plan

Individualized Professional Development Plan

The following strategies are offered to guide you in formulating your individualized professional development plan by using this *Professional Development Resource Book for School Principals*. Professional development is a continuous process involving personal planning, action, and energy.

Outlined below and in the following pages is a step-by-step process to help you identify training needs, consider the numerous resources in this book, and establish an action plan for self-improvement.

Step 1. Consider previous performance evaluations, results from any other training assessments, and other material that may be helpful in planning for self-improvement.

Step 2. Using the ten skill areas described in Chapter 1 and Appendix A as a focus, identify specific behaviors in which you demonstrate strength and those for which you desire growth.

Step 3. After examining the specific behaviors within the identified skill areas where growth is desired, narrow the list to ten or fewer behaviors that are most important for you to work on at this time.

Step 4. Identify the reasons you feel that these skills are important for your professional growth at this time. Narrow your list to two or three behaviors that are top priority for immediate attention.

Step 5. For each priority you have recorded as requiring attention, review the appropriate section of this book to find resources that will help improve your professional skills.

Step 6. Using the resources you chose in Step 5, identify activities or actions you could take to improve your target behavior. Set a specific date by which you will complete the action.

Step 7. Review progress on your professional development plan at least once a year, making revisions and modifications as appropriate.

Step 1. Consider previous performance evaluations, results from any other training assessments, and other material that may be helpful in planning for self-improvement.

The following format can be used to review and consider any previous materials you may have assembled.

A. List the performance evaluations you have assembled and major training needs that were indicated.

Evaluation	Major Training Needs
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

B. List results from other training assessments.

Assessment	Major Training Needs
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

C. Results from other useful material:

1. _____

2. _____

3. _____

Step 2. Using the ten skill areas described in Chapter 1 and Appendix A as a focus, identify specific behaviors in which you demonstrate strength and those for which you desire growth.

The following behaviors are listed as examples in each skill area. You may use the format to indicate areas of strength or desired growth by putting a check mark in the appropriate box(es).

Skill Area #1: Interpersonal and Human Relations	Strength Area	Growth Area
Behavior 1: Establishing and Maintaining Relationships	☐	☐
Behavior 2: Communicating in an Effective Manner	☐	☐
Behavior 3: Developing and Applying the Skill of Self-Presentation	☐	☐
Behavior 4: Developing and Applying the Skill of Challenging Others	☐	☐
Behavior 5: Understanding and Appreciating Cultural Diversity	☐	☐
Skill Area #2: Instructional Supervision		
Behavior 1: Knowing Characteristics of Effective Teaching Based on an Understanding of the Professional Literature	☐	☐
Behavior 2: Establishing and Describing Specific Criteria for Observing and Evaluating Teacher Performance	☐	☐
Behavior 3: Gathering and Accurately Interpreting Data Regarding Classroom Teaching	☐	☐
Behavior 4: Formulating Objective Interpretations and Judgments from Data Regarding Classroom Teaching	☐	☐
Behavior 5: Planning and Conducting Effective Post-Observation Instructional Conferences and Teacher Evaluation Conferences	☐	☐
Behavior 6: Carrying Out Appropriate Evaluative Responsibilities With Marginal or Ineffective Teachers.	☐	☐

	Strength Area	Growth Area
Skill Area #3: Staff Development		
Behavior 1: Understanding and Applying Research on the Nature of the Adult Learner	☐	☐
Behavior 2: Assessing Staff Training Needs	☐	☐
Behavior 3: Developing Staff Development Programs	☐	☐
Behavior 4: Implementing Staff Development Programs	☐	☐
Behavior 5: Evaluating Staff Development Programs	☐	☐
Behavior 6: Being Aware of Research on Effective Schools and Applying it in Managing School Improvement	☐	☐
Behavior 7: Establishing Professional Activities for Individual Renewal and Growth	☐	☐
Behavior 8: Dealing Effectively with Training Problems	☐	☐
Skill Area #4: Planning and Goal Setting		
Behavior 1: Assessing and Determining Needs	☐	☐
Behavior 2: Establishing School Mission, Goals, and Objectives	☐	☐
Behavior 3: Identifying Tasks, Roles and Responsibilities	☐	☐
Behavior 4: Locating Resources	☐	☐
Behavior 5: Planning for Contingencies	☐	☐
Skill Area #5: Problem Analysis		
Behavior 1: Identifying Problem Situations	☐	☐
Behavior 2: Analyzing Problem Situations	☐	☐
Behavior 3: Generating Multiple Solutions	☐	☐
Behavior 4: Designing and Evaluating Plans for Action	☐	☐

	Strength Area	Growth Area
Skill Area #6: Decision Making		
Behavior 1: Gathering Data	☐	☐
Behavior 2: Analyzing Data	☐	☐
Behavior 3: Generating a Variety of Decision-Making Alternatives	☐	☐
Behavior 4: Choosing and Carrying Out Decisions with Conviction, Courage, and Compassion	☐	☐
Behavior 5: Maintaining an Openness While Implementing Decisions	☐	☐
Skill Area #7: Communication		
Behavior 1: Practicing Effective Oral Communications Skills	☐	☐
Behavior 2: Using Proper Written Communication Skills	☐	☐
Behavior 3: Using Active Listening Skills	☐	☐
Behavior 4: Developing Effective Human Relation Skills	☐	☐
Behavior 5: Using Effective Organizational Communication Processes	☐	☐
Skill Area #8: Coordination		
Behavior 1: Applying and Using the Skills in the Other Educational Leadership Areas	☐	☐
Behavior 2: Establishing a Clear Vision for School Improvement	☐	☐
Behavior 3: Using Formal and Informal Methods to Develop a Collaborative Climate Within the School	☐	☐
Behavior 4: Delegating Responsibility to Others	☐	☐
Behavior 5: Monitoring Progress of Educational Activities	☐	☐

	Strength Area	Growth Area
Skill Area #9: Conflict Management		
Behavior 1: Identifying and Verifying Causes of Conflict	☐	☐
Behavior 2: Deciding Objectively on Appropriate Professional Responses to Conflict Situations, Based on Alternative Actions and Consequences	☐	☐
Behavior 3: Communicating Effectively When Under Stress and Pressure	☐	☐
Behavior 4: Expressing Disagreement With Others in Such a Way So as to Continue to Build and Foster Positive Relationships	☐	☐
Behavior 5: Knowing When and How it is Appropriate to Document and Provide Written Records Regarding Conflict Situations	☐	☐
Skill Area #10: Stress Management		
Behavior 1: Understanding the Physiological Basis of Stress and the Symptoms of Malfunctioning Stress	☐	☐
Behavior 2: Diagnosing the Causes of Stress	☐	☐
Behavior 3: Being Aware of Both Short and Long-Term Strategies for Managing Stress	☐	☐
Behavior 4: Applying Stress Management Skills in Creating and Maintaining a Productive and Healthy Educational and Organizational Climate	☐	☐

Step 3. After examining the specific behaviors within the identified skill areas where growth is desired, narrow the list to ten or fewer behaviors that are most important for you to work on at this time.

The following format can be used to list those behaviors and their corresponding skill areas.

	Skill Area	Behavior
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Step 4. Identify the reasons you feel that these skills are important for your professional growth at this time. Narrow your list to two or three behaviors that are top priority for immediate attention.

The following format can be used to list your two or three behaviors.

1. _____

2. _____

3. _____

Step 5. For each priority you have recorded as requiring attention, review the appropriate section of this book to find resources that will help improve your professional skills.

The following format can be used to identify resources and their types that you want to explore for your professional development program.

	Resource Type:	**Title/Name:**
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

Step 6. Using the resources you chose in Step 5, identify activities or actions you could take to improve your target behavior. Set a specific date by which you will complete the action.

The following format can be used to identify resources, actions, and completion dates for each targeted behavior.

Skill Area: _____

Specific Behavior: _____

Selected Programs

Name: _____

Action: _____

Target Completion Date: _____

Print Resources

Name: _____

Action: _____

Target Completion Date: _____

Media Resources

Name: _____

Action: _____

Target Completion Date: _____

Potential Consultants

Name: _____

Action: _____

Target Completion Date: _____

Step 7. Review progress on your professional development plan at least once a year, making revisions and modifications as appropriate.

The following format may be used to record the notes and date of your review.

Date Reviewed: _____

Comments and/or Changes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix C

Vendors

Academy for the Advancement of Teaching and Management

New Jersey State Department of Education
1090 King George's Post Road
Building #9, Suite 904
Edison, NJ 08818
(201) 225-4545

ACUMEN - Software Programming for IBM

Human Synergistics
39819 Plymouth Rd.
Plymouth, MI 48170
(313) 459-1030

Allyn & Bacon, Longwood Division

Simon & Shuster Higher Education Publishing Group
160 Gould Street
Needham Heights, MA
02194-2310

American Association of School Administrators

National Strategic Planning Center for Education
1801 N. Moore Street
Arlington, VA 22209
(703) 528-0700

American Media, Inc

1454 30th Street
West Des Moines, IA 50265

Anti-Defamation League of B'nai Brith

Audio Visual Dept.
823 United Nations Plaza
New York, NY 10017
(212) 490-2525

Association for Supervision and Curriculum Development

1250 N. Pitt Street
Alexandria, VA 22314
(703) 549-9110

Blanchard Training and Development, Inc

125 State Place
Escondido, CA 92025
(619) 489-5005
1-800-821-5332

Billy Budd Films, Inc

235 E. 57th Street
New York, NY 10022
(212) 755-3968

Britannica Films

425 North Michigan Ave
Chicago, IL 60611
1-800-558-6968

Sally Curtis Company

1111 North Las Palmas Ave.
Hollywood, CA 90038-9981
(213) 467-1101

Center for Humanities

Communications Park
Box 1000
Mount Kisco, NY 10549
1-800-431-1242

Charthouse Learning Corporation

221 River Ridge Circle
Burnsville, MN 55337
(612) 890-1800
1-800-328-3789

CRM Films

2233 Faraday Avenue
Carlsbad, CA 92008
(619) 431-9800
1-800-421-0833

Effective Schools Training

Office of Leadership and School Improvement
South Carolina Department of Education
Columbia, SC 29201
(803) 734-8571

Encyclopedia Britannica Educational Corporation

425 North Michigan Ave
Chicago, IL 60611
1-800-558-6968

ERIC Clearinghouse on Educational Management

University of Oregon
1787 Agate Street
Eugene, OR 97403
(503) 686-5043

Goodmeasure, Inc

330 Broadway
P.O. Box 3004
Cambridge, MA 02139
(617) 492-2714

Human Synergistics

39819 Plymouth Road
Plymouth, MI 48170
(313) 459-1030

Institute for Development of Educational Activities, Inc

259 Regency Ridge
Dayton, OH 45459
(513) 434-6969

Instructional Dynamics, Inc

TIP Publications (M. Hunter)
845 Via de la Paz
Suite A 177
Pacific Palisades, CA 90272
(213) 454-3061

Jossey-Bass Inc., Publishers

350 Sansome Street
San Francisco, CA 94104

Josten's Educational Services

810 Elm Street
P.O. Box 796
Owatona, MN 55060
1-800-854-7464 Ext 473

KET Enterprise (KY Educational TV)

2230 Richmond Road
Suite 213
Lexington, KY 40502
(606) 223-3000
1-800-354-9067

Leadership and Management Training, Inc.

14408 Marine Drive
Silver Spring, MD 20904
(301) 384-5844

Management Institute

University of Richmond
Sarah Brunet Memorial Hall
Richmond, VA 23173
(804) 289-8011

Maryland Center for Public Broadcasting

11767 Bonita Ave.
Owings Mills, MD 21117
(301) 356-5600

Maryland LEAD Center

Benjamin Building
University of Maryland
College Park, MD 20742
(301) 405-3591

Maryland Professional Development Academy

Staff Development Branch
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201-2595
(301) 333-2173
(301) 333-2174

Maryland Staff Development Council

c/o Jim Henkelman
University of Maryland
College Park, MD 20732
(301) 454-8729

MTI Teleprograms Inc.

108 Wilmot Road
Deerfield, IL 60015
(312) 940-1260
1-800-621-2131

National Academy for School Executives

1801 N. Moore Street
Arlington, VA 22209-9988
(703) 528-0700

National Association of Elementary School Principals

1615 Duke Street
Alexandria, VA 22314
(703) 684-3345

National Association of Secondaly School Principals

1904 Association Drive
Reston, VA 22091
(703) 860-0200

National Center for Effective Schools

2199 Jolly Road, Suite 100
Okemos, MI 48864
(517) 349-8841

National Network of Principals' Centers

Harvard Graduate School of Education
336 Gutman Library
6 Appian Way
Cambridge, MA 02138
(617) 495-9812

National Staff Development Council

P.O. Box 240
Oxford, OH 45056
1-800-727-7288

The Network

290 South Main Street
Andover, MA 01810

Jack Parr Associates

917 East Prescott Road
P.O. Box 1335
Salina, KA 67402-1335

Professional Development Institute

10724 26th Drive S.E.
Everett, WA 98208
(206) 745-3029

Salenger Educational Media

1635 12th Street
Santa Monica, CA 90404
(213) 450-1300

Southeastern Educational Improvement Laboratory

P.O. Box 12746
200 Park Offices, Suite 204
Research Triangle, NC 27709

Support Staff Training

Department of Staff Development
Montgomery County Public Schools
Rockville, MD 20850
(301) 279-3841

Teacher Effectiveness Association

4993 April Day Garth
Columbia, MD 21044
(301) 621-5151

Teaching, Inc.

P.O. Box 788
Edmonds, WA 98020
(206) 774-0755

Technomic Publishing Co., Inc.

851 New Holland Ave, Box 3535
Lancaster, PA 17604
(717) 291-5609
1-800-233-9936

Training Images Company (Speak up with Confidence)

7334 Topanga Canyon Blvd.
Suite 117
Canoga Park, CA 91303
(818) 716-7212
1-800-544-7212

University Associates

8517 Production Avenue
San Diego, CA 92121-2280
(619) 578-5900
FAX (619) 578-2042

University Associates Consulting and Training Services

8380 Miramar Mall, Suite 232
San Diego, CA 92121
(619) 552-8901

Video Publishing House

1011 E. Touhy Avenue
Des Plaines, IL 60018
1-800-824-8889

Video Training Center

Eastview Professional Building
137011 6th Avenue, NE
Bellevue, WA 98005
(206) 453-1555

Video Arts, Inc.

420 Lexington Avenue
New York, NY 10017
(212) 661-8833
(Mail Address)
129 Farrington Avenue
North Tarrytown, NY 10591

Xicom

Sterling Forest
Tuxedo, NY 10987
(914) 351-4735
1-800-759-4266

Appendix D

Professional Organizations

Professional organizations are a source of materials, ideas, and further training opportunities. Membership in professional organizations is one of the best ways to keep current and on the leading edge. Associations also provide opportunities for networking. Many sponsor conferences and workshops. Some have newsletters and other publications for members. Listed below are some of the key organizations for professional development assistance.

AMERICAN ASSOCIATION FOR ADULT AND CONTINUING EDUCATION (AACE)

Address: 1112 16th St., N.W.
Suite 420
Washington, DC 20036
(202) 822-7866

Dues: $85

Membership: 3,500

Description: AACE is the largest association in the US for those in the field of adult education. The mission of the organization is "to provide leadership and unity in the profession, to develop advocacy from the local to the national level, to encourage research, and to prepare and share information with each other and the public." AACE sponsors workshops and seminars and holds an annual conference.

Publications: *Lifelong Learning, Adult Education Quarterly*

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (AASA)

Address: 1801 North Moore Street
Arlington, VA 22209
(703) 875-0744

Dues: $175

Membership: 18,900

Description: AASA is an organization for school superintendents, central office administrators, and other educational leaders. For professional development, AASA provides seminars and institutes on a very wide range of topics coordinated through the National Academy for School Executives (NASE). Other services include a "Curriculum Audit Center", "Executive Development Center", "Strategic Planning Center", and several other training resources.

Publications: *School Administrator, Leadership News,* non-print and print material.

AMERICAN MANAGEMENT ASSOCIATION (AMA)

Address: 135 W. 50th St.
New York, NY 10020
(212) 586-8100

Dues: $125

Membership: 78,000

Description: AMA is the largest membership organization for professional managers. It provides a forum for managers for personal development and sharing of ideas. AMA's Center for Management Development conducts over 2500 seminars a year (one AMA division is "Human Resources.") AMA also houses a library of business and management materials and sponsors a management information service.

Publications: *Supervisory Management, Personnel, Organization Dynamics, Comp Flash, Supervisory Sense, Trainer's Workshop, Management Review,* other books and reports

AMERICAN SOCIETY FOR PERSONNEL ADMINISTRATION (ASPA)

Address: 606 N. Washington St.
Alexandria, VA 223144
(703) 548-3440

Dues: $135

Membership: 38,000

Description: ASPA is a non-profit association of human resource professionals. The organization seeks to expand professional competence and knowledge and represents the profession in state and federal lawmaking. It publishes an annual directory of members and sponsors a networking service. ASPA also conducts conferences and seminars.

Publications: *Personnel Administrator, Resource* (newspaper)

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT (ASTD)

Address: 1630 Duke St.
Box 1443
Alexandria, VA 2213
(703) 683-8100

Dues: $100 plus additional fee for practice area or special interest group

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT (ASTD) - (cont.)

Membership: 24,000

Description: ASTD is the largest association for practitioners in the HRD field. One practice area is Organization Development. Special interest groups include those representing women, consultants, senior trainers. ASTD sponsors an annual spring conference.

Publications: *Training and Development Journal ASTD Buyer's Guide and Consultant Directory,* other

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (ASCD)

Address: 1250 N. Pitt St.
Alexandria, VA 22314-1403
(703) 549-9110

Dues: $64 comprehensive membership

Membership: 138,000

Description: ASCD is an organization for educational leaders at all levels, including teachers, principals, superintendents, college professors, and others. The association provides a wide range selection of printed material, video tapes, audio tapes, and other professional development material. The ASCD Professional Development Program includes a national annual conference, numerous one-two and three day training institutes on a wide range of topics.

Publications: *Educational Leadership,* annual yearbook, a newsletter and various booklets and non-print media.

CERTIFIED CONSULTANTS INTERNATIONAL

Address: P.O. Box 573
Brentwood, TN 37027
(615) 385-4107

Dues: $100

Membership: 400

Description: Individuals may apply for certification in one or all of the following divisions: Group Development Consultants, Organization Development Consultants, Personal/Professional Development Consultants, and Societal Change Consultants. Each division has a specific criteria for admission.

COUNCIL FOR ADULT AND EXPERIENTIAL LEARNING (CAEL)

Address: 10840 Little Patuxent Parkway
Suite 203
Columbia, MD 21044
(301) 997-3535

Dues: $50

Membership: 600

Description: CAEL is an organization for those committed to the advancementof experiential learning and its assessment and to the expansionand improvement of educational services for adult learners. CAEL is a co-sponsor for the Commission on Higher Education and the Adult Learner. CAEL sponsors residential services and an annualinternational assembly.

Publications: CAEL News, Jossey - Bass series, *New Directions in Experiential Learning*

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS (NAESP)

Address: 1615 Duke Street
Alexandria, VA 22314-3483
(703) 684-3345

Dues: $135

Membership: 26,000

Description: NAESP is an organization for elementary and middle level administrators, and others interested in education at these levels. The organization sponsors a national annual convention, a week-long summer professional development program entitled the "National Fellows Program", the "Scholars Seminar" examining current research findings, and early childhood workshops. The Certificate of Advanced Proficiency (CAP) program is provided in 5 regional proficiency workshops on the topics: Leadership Behavior and Group Processes, Performance and Evaluation, Political and Communication, Curriculum and Instruction, and Organization and Fiscal Skills. Numerous publications are also available.

Publications: *Principal Magazine, Communicator Newsletter, Here's How, Research Roundup,* and *Streamlined Seminar.*

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (NASSP)

Address: 1904 Association Drive
Reston, VA 22091-1598
(703) 860-0200

Dues: $125

Membership: 40,000

Description: NASSP is an organization for secondary administrators and others interested in the effective administration of middle level and high schools. NASSP has a wide range of resources concerning the assessment center process and professional development. The organization sponsors a national annual convention and numerous conferences and institutes on a wide range of topics.

Publications: *NASSP Bulletin* and other books and material.

NATIONAL SOCIETY FOR PERFORMANCE AND INSTRUCTION (NSPI)

Address: 1126 16th St., N.W.
Suite 102
Washington, D.C. 20036
(202) 861-0777

Dues: $80

Membership: 2,700

Description: NSPI is a professional organization or practitioners, managers, and theorists. Members are involved in the application and advancement of performance technologies which are aimed at improving human performance.

Publications: *Performance & Instruction Journal*

NATIONAL STAFF DEVELOPMENT COUNCIL (NSDC)

Address: P.O. Box 240
Oxford, OH 45056
(513) 523-6029

Dues: $50 for individual; $60 for organization

Membership: 6,500

NATIONAL STAFF DEVELOPMENT COUNCIL (NSDC) - (continued)

Description: The NSDC is an organization of people who are responsible for improving education through comprehensive staff development programs. The organization hosts an annual national conference and numerous workshops and seminars on the training process. Numerous products are available, including books, monographs, video tapes, audio tapes, and occasional papers.

Publications: *The Journal of Staff Development*

NATIONAL TRAINING LABORATORIES (NTL)

Address: 1240 North Pitt Street
Alexandria, VA 22314
(703) 548-1500

Dues: $100

Membership: 430

Description: NTL provides consulting services in management and organization. Throughout the year, NTL conducts a wide range of week-long experiential learning institutes helping participants to develop skills in working with others in groups, organization and communities. Participants in NTL programs must complete an application and meet certain criteria for acceptance. Interested persons should write NTL for descriptive brochure and materials.

ORGANIZATION DEVELOPMENT INSTITUTE (ODI)

Address: 11234 Walnut Ridge Rd.
Chesterland, OH 44026
(216) 461-4333

Dues: $70

Membership: 432

Description: ODI is a non-profit educational association organized to promote an understanding of Organization Development. The organization publishes an annual registry of OD professionals, which lists credentials. Their handbook includes information on OD academic programs, world-wide OD networks, and a code of ethics. The organization holds meetings twice a year.

Publications: *Organizations and Change* (Newsletter), *Organization Development Journal, International Registrar of OD Professionals,* and *OD Handbook*

ORGANIZATION DEVELOPMENT NETWORK (ODN)

Address: P.O. Box 69329
Portland, OR 97201
(503) 246-0148

Dues: $75

Membership: 2,100

Description: ODN is an organization for practitioners, managers, and academics interested in organization development. The organization conducts a national annual conference and co-sponsors events related to the field.

Publications: *Organization Development Practitioner*

PHI DELTA KAPPA (PDK)

Address: Eighth & Union
P.O. Box 789
Bloomington, IN 47402-0789
(812) 339-1156

Dues: Varies depending on the organization

Membership: 130,000, from college, school districts and other educational organization

Description: Phi Delta Kappa is an international organization comprising of educators at all levels. Members must have a bachelors degree. PDK provides numerous services, including staff development workshops on TESA, peer coaching, team building, and "The Principal Staff Developer", and books and materials as well.

Publications: *The Phi Delta Kappan*

UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION (UCEA)

Address: 116 Farmer Building
Tempe, AZ 85287-2211
(602) 965-6690

Dues: Participating universities pay

Membership: Members of UCEA are major universities in the United States and Canada. A number of school districts are also affiliated.

Description: The council has worked for more than twenty years to improve the professional preparation of administrators, in both continuing education and pre-service programs. In addition to extending the use of more effective methods of inquiry, UCEA has developed new books and other instructional materials for administrator programs.

Appendix E

Leadership in Educational Administration Development (LEAD) Program

Leadership in Educational Administration Development (LEAD) Program

Mission and Functions

The Leadership in Educational Administration Development (LEAD) Program provides grants for the operation of school leadership training and technical assistance centers. Centers operate in each state, the District of Columbia, American Samoa, Guam, the Northern Mariana Islands, Palau, Puerto Rico, and the Virgin Islands. Each center offers a program to improve the leadership skills of school administrators across the "state."

Centers are sponsored by state departments of education, colleges and universities, administrator associations, and local and intermediate education agencies, often in collaborative partnerships. Their services include information collection and analysis, training, technical assistance and consultation, and dissemination of information and materials. Each program is tailored to the particular needs of the state.

Programs address the needs of both aspiring (pre-service) and practicing (in-service) administrators.

Programs are diverse but in the aggregate tend to be characterized by:

- Research-based conceptualizations of the administrator's leadership role and career stages, and development of comprehensive, coherent curricula to match.
- Development of training materials, processes, and activities to implement new curricula.
- Introduction or extension of administrator assessment processes and provision of corresponding skill development opportunities and resources.
- Experiential components such as principals' centers, mentoring, internships, peer coaching or support groups, and school improvement models.
- Leadership in state policy development and in statewide coordination of administrator preparation and development and programs.
- Collection and dissemination of state and national information needed to improve practice and policy.

The National LEADership Network, a partnership between the Department of Education and Kraft General Foods, Inc., administered through the Institute for Educational Leadership with funding from the Kraft Foundation, supports the LEAD centers and promotes their networking through national meetings, study groups, field-initiated studies, and materials development.

U.S. Department of Education
Team Leader for the LEAD Program
Hunter Moorman
Programs for the Improvement of Practice
Educational Networks Division
202-357-6116

The National LEADership Network
Elizabeth L. Hale, Co-Director
Hunter Moorman, Co-Director
Institute for Educational Leadership
1001 Connecticut Avenue NW, Suite 310
Washington, DC 20036
202-822-8714

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602-965-7517

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Little Rock, Arkansas 72201
502-682-4556

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415-887-8808

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303-866 6851

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School Services Unit
205 Skiff Street
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203-248-9119

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Illinois State Board of Education
Program Development and Delivery
100 North First Street
Springfield, Illinois 62777
217-782-5728

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Indiana University Office of School Programs
W.W. Wright Education Building
Room 253
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N 225 Lagomarcino Hall
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Frankfort, Kentucky 40601
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Appendix F

Educational Resources Information Center (ERIC) Clearinghouses

Educational Resources Information Center (ERIC) Clearinghouses

Mission and Functions

The Educational Resources Information Center (ERIC) is an information network responsible for developing, maintaining, and providing access to the world's largest education database. The ERIC database contains bibliographic information, including key descriptors and abstracts, and over 695,000 research documents, journal articles, curricular materials, and resource guides.

The ERIC system includes a network of 16 Clearinghouses and a small number of Adjunct ERIC Clearinghouses each of which acquires, indexes and abstracts documents and journal articles for entry into the ERIC database. The database is available to users through multiple means, including microfiche collections (available in nearly 900 libraries around the world), CD-ROM and printed indexes, and from on-line information services.

Clearinghouses prepare monographs, digests, and other user-service products, conduct workshops and ERIC training sessions, and respond to numerous individual requests for information. Other system components include: the ERIC Processing and Reference Facility, the ERIC Document Reproduction Service, and ACCESS ERIC—all of which contribute to the development and promotion of ERIC database products and services.

U.S. Department of Education Director of the
Educational Resources Information Center Program
Robert M. Stonehill
Information Services
Education Information Resources Division
202-357-6088

ERIC Clearinghouse on Adult, Career, and Vocational Education

Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
614-292-4353
800-848-4815
Susan Imel , Director

ERIC Clearinghouse on Counseling and Personnel Services

University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
313-764-9492
Garry R. Walz, Director

ERIC Clearinghouse on Educational Management

University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
503-686-5043
Philip K. Piele, Director

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois
College of Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801-4897
217-333-1386
Lilian G. Katz, Director

ERIC Clearinghouse on Handicapped and Gifted Children

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
703-620-3660
Fred Weintraub, Director

ERIC Clearinghouse on Higher Education

George Washington University
One Dupont Circle, NW, Suite 630
Washington, D.C. 20036-1183
202-296-2597
Jonathan D. Fife, Director

ERIC Clearinghouse on Information Resources

Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13244-2340
315 -443-3640
Michael Eisenberg, Director

ERIC Clearinghouse on Languages and Linguistics

Center for Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037-0037
202-429-9551
Charles W. Stansfield, Director

Adjunct ERIC Clearinghouse on Literacy Education

Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, DC 20037-0037
202-429-9292
Jodi Crandall, Director

ERIC Clearinghouse on Reading and Communication Skills

Indiana University
Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, Indiana 47405-2373
812-855-5847
Carl B. Smith, Director

ERIC Clearinghouse on Rural Education and Small Schools

Appalachia Educational Laboratory, Inc.
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325-1348
800-624-9120 (Outside West Virginia)
800-344-6646 (Inside West Virginia)
C. Todd Strohmenger, Co-Director
Craig B. Howley, Co-Director

ERIC Clearinghouse for Science, Mathematics, and Environmental Education

Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
614-292-6717
Robert W. Howe, Director

ERIC Clearinghouse for Social Studies/Social Science Education

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812-855-3838
John J. Patrick, Director

ERIC Clearinghouse on Teacher Education

American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, NW, Suite 610
Washington, D.C. 20036-2412
202-293-2450
Mary E. Dilworth, Director

ERIC Clearinghouse on Tests, Measurement, and Evaluation

American Institutes for Research (AIR)
Washington Research Center
3333 K Street, NW
Washington, D.C. 20007-3893
202-342-5060
Lawrence M. Rudner, Director

ERIC Clearinghouse on Urban Education

Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 West 120th Street
New York, New York 10027-9998
212-678-3433
Erwin Flaxman, Director

Appendix G

National Research and Development Centers

National Research and Development Centers

Mission and Functions

The National Research and Development Centers, supported by the Office of Research, conduct research on topics of national significance to educational policy and practice. Each center works in a defined field on a multi-year (and usually multi-disciplinary) program of research and development. Each center's role is to:

- Exercise leadership in its mission area.
- Conduct research and development that advance theory and practice.
- Attract the sustained attention of expert researchers to concentrate on problems in education.
- Create a long-term interaction between researchers and educators.
- Participate in a network for collaborative exchange in the education community.
- Disseminate research findings in useful forms to education policymakers and practitioners.

U.S. Department of Education Coordinator for the
National Research and Development Center Program:
Ned Chalker
Office of Research
Office of the Director
202-357-6079

National Arts Education Research Center

New York University
School of Education, Health,
Nursing, and Arts Professions
32 Washington Place, #31
New York, New York 10003
212-998-5050

Jerrold E. Ross, Director

University of Illinois at Urbana-Champaign
College of Applied and Fine Arts
105 Davenport House
809 South Wright Street
Champaign, Illinois 61820 6219
217-333-2186

Charles Leonhard, Director

The Arts Education Research Center is jointly funded by the National Endowment for the Arts (NEA) and the Office of Educational Research and Improvement (OERI). The NEA administers and monitors the Center. The Arts Education Research Center has two locations: New York University and the University of Illinois at Urbana-Champaign.

Mission

The **New York University** (NYU) Arts Education Research Center's mission is to conduct research that uses both qualitative and quantitative methodologies to study the following four areas that have direct impact on the teaching of the arts and music:

(1) nature of aesthetic response; (2) skill development in the arts; (3) acquisition of historical knowledge about the arts; and (4) enhancement of critical thinking abilities. The first and second years' research focuses on art and music at the secondary school level in urban, rural, and suburban areas. The third year's research looks at theater, also at the secondary level. The NYU Arts Center's primary objective is to identify and/or create models of excellence in teaching the arts, demonstrate how and why these models work, and disseminate the results of such research so that the models can be replicated in public and private schools across the nation.

The **University of Illinois (UI)** Arts Education Research Center is dedicated to developing a deeper understanding of the complex issues surrounding teaching, learning, and evaluation in the arts at the elementary and secondary levels. The principal mission is to provide national leadership in three related areas: (1) conducting research that is germane to schools and schooling and that assesses the acquisition of knowledge and skills in the arts; (2) conducting research related to teaching and learning in the arts in elementary and secondary school settings; and (3) providing leadership for the arts teaching profession by disseminating information and organizing collaborative exchanges.

These institutions coordinate their research agendas and collaborate on research activities and findings. The activities of the Center are overseen by a single National Advisory Panel.

Center for Research on the Context of Secondary School Teaching

Stanford University
School of Education
CERAS Building
Stanford, California 94305
415-723-4972

Milbrey W. McLaughlin, Director

Mission

The Center's mission is to discover how working conditions and other circumstances in schools affect teachers, promote or hinder effective teaching and, ultimately, affect student outcomes. An important objective of the Center is to provide policymakers and practitioners with information about how school policies and practices, especially those associated with recent reforms, relate to the school context, teachers, and teaching.

National Center on Education and Employment

Teachers College
Columbia University
Box 174
New York, New York 10027
212-678-3091

Sue E. Berryman, Director

Mission

The Center's main mission is to identify who should teach what work-related education to whom, when, and how. Its secondary goal is to understand what employers need and what these needs imply for the design of schools. The research focuses on how the changing nature and structure of work are altering skill requirements, and how education and training affect economic growth, productivity and individuals' employment and wages. The research also addresses how individuals most effectively acquire work-related knowledge and skills and what these processes imply for redesigning work-related education and training.

Center for Research on Effective Schooling for Disadvantaged Students

School of Arts and Sciences
The Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218
301-338-7570

Jomills H. Braddock II, Director

Mission

The Center's mission is to significantly improve the education of disadvantaged students at each level of schooling through new knowledge and practices produced by thorough scientific study and evaluation. The Center's working definition of the "educationally disadvantaged" is students who are not succeeding or are underachieving in school because of insufficient educational experiences in at least one of the three domains of school, family, and community. The strategy for carrying out the mission is: to focus on the school as the major source of improvement in the education of the disadvantaged; to address the needs and interests of the educationally disadvantaged at all levels of development; to address the unique needs of language minority students; and, to incorporate the family and the community into the school improvement effort.

National Center on Effective Secondary Schools

University of Wisconsin-Madison
1025 West Johnson Street
Madison, Wisconsin 53706
608-263-7575

Fred M. Newmann, Director

Mission

The Center seeks to learn how to improve student achievement in secondary schools. Special attention is directed to the needs of disadvantaged and less successful students. Research on improving academic achievement is guided by three central assumptions: (1) since the concept and measurement of achievement are problematic, the mission of this Center should not be simply to increase student scores on tests currently in use; (2) to improve academic achievement, we must first understand how to increase student engagement in academic work; and (3) although policies and conditions originating beyond the school have substantial impact on student achievement, more attention must be given to the strategies that teachers and administrators can use to alter conditions in schools so that students' engagement and achievement will be increased.

Center for Research on Elementary and Middle Schools

Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218
301-338-7570

James McPartland, Co-Director
Edward McDill, Co-Director

Mission

The mission of the Center for Research on Elementary and Middle Schools is to produce useful knowledge about how elementary and middle schools can foster growth in students' learning and development. The work of the Center is designed to produce: (a) better scientific understanding of how elementary and middle schools can foster student learning of academic knowledge and skills and student development of valued personal characteristics such as strong self-concept, civic values, and independence; (b) research-based practical methods for improving the effectiveness of elementary and middle schools; and (c) specific strategies for implementing effective research-based school and classroom practices.

The National Center for Improving Science Education

The Network, Inc.
290 S. Main Street
Andover, MA 01810
508-470-1080

1920 L St., NW
Suite 202
Washington, DC 20036
202-467-0652

Senta Raizen, Director

Mission

The National Center for Improving Science Education provides conceptual and practical leadership across areas of major interest in science education by promoting changes in state and local education agency policies that affect science assessment, curriculum and instruction, and teaching. In doing so, the Center is serving as a mechanism to bridge gaps between research and practice in science education by synthesizing what is known from current research and practice. The Center's research agenda is comprised of a series of integrative studies that enable it to: (1) understand the current status of assessment, curriculum and instruction, and teaching in science; (2) enhance, link, and integrate current efforts to establish what ought to be the future state of science education; and (3) create products and processes that help science education progress toward its stated goals. The Biological Sciences Curriculum Study (BSCS) assists in carrying out the mission and activities of this Center.

Center for the Learning and Teaching of Elementary Subjects

Michigan State University
College of Education
East Lansing, Michigan 48824
517-353-6470

Jere Brophy, Co-Director
Penelope L. Peterson, Co-Director

Mission

The Center for the Learning and Teaching of Elementary Subjects identifies exemplary practices, particularly for teaching and learning problem-solving and higher-order thinking; develops and tests hypotheses through school-based research; and makes specific recommendations for improvement of school policies, instructional materials, assessment procedures, and teaching practices. The Center focuses on the issues of: (1) what content should be taught, (2) how teachers frame and focus their teaching to best utilize their resources, and (3) in what ways good teaching is subject-matter specific. The Center addresses these issues as they relate to the elementary education subject areas of arts education, literature, math, science, and social studies.

Center for the Learning and Teaching of Literature

State University of New York at Albany
School Or Education
1400 Washington Avenue
Albany, New York 12222
518-442-5026

Arthur N. Applebee, Director

Mission

The mission of the Center for the Learning and Teaching of Literature is: to provide an intellectual focus for literature research and practice; to conduct research that contributes to the improvement of teaching and learning; and to act as a clearinghouse that promotes good practice in the teaching of literature. The Center is exploring fundamental issues in the literature curriculum that have potential for improving classroom practice. Fundamental issues are identified by examining the content and organization of the literature curriculum, processes of teaching and learning in literature classrooms, and the assessment of student performance. Through a parallel strand of work, primarily through the systematic study of the content and organization of literature instruction in unusual programs across the United States, the Center is examining major alternatives to current emphases in the curriculum. The Center is investigating approaches to literature instruction that are more compatible with current emphases in other areas of the curriculum. The Center is also clarifying the domain that is being assessed, the ways in which the domain can be sampled and examined, and the relationships among the different kinds of knowledge represented. The research findings will be applicable to elementary, middle, and secondary public and private schools.

National Center for Research in Mathematical Sciences Education

Wisconsin Center for Education Research
University of Wisconsin - Madison
1025 West Johnson Street
Madison, Wisconsin 53706
608-263-4285

Thomas A. Romberg, Director

Mission

The Center for the Learning and Teaching of Mathematics has a research program that seeks to provide a research base for the reform movement in school mathematics. The NCRMSE is addressing the integration of knowledge about teaching and learning mathematics, the relationship between mathematics content matter and

the curriculum, and mathematics assessment. The activities focus on two areas: Instruction/Learning and Curriculum/Assessment. The programmatic research design addresses: (1) how to build relationships between research on students' cognition and problem-solving ability and research on instruction in the content-specific areas of Early Arithmetic, Algebra, Geometry, and Rational Numbers; and, (2) how to build a relationship between current efforts to reform the school mathematics curriculum and the procedures and techniques of assessing student achievement in mathematics as a result of studying the curriculum. The latter relationship is examining the nature of the current curriculum reform movement, the state of current practice and the problem of curriculum alignment, and the influence of assessment in the curriculum.

Reading Research and Education Center

University of Illinois
174 Children's Research Center
51 Gerty Drive
Champaign, Illinois 61820
217-333-2552

Richard C. Anderson, Co-Director
Rand Spiro, Co-Director

Mission

The primary mission of the Reading Research and Education Center (RREC) is to conduct research that will help us to become "a nation of readers." The Center's aim is to produce knowledge that will benefit practitioners and others. It does this by engaging in applied and basic research activities that pertain to research on the teaching of reading and on how students learn to read. The RREC's program of work is designed to address research issues that are primarily related to practice in four major areas:

- Acquisition of Knowledge and Skills – how students learn the skills that enable them to acquire knowledge from textbooks in different academic subjects.
- Instruction in Reading – how teachers can become more effective in helping students learn to read.
- Text Characteristics – how written text affects student learning and how textbooks can be improved to optimize learning.
- Testing of Reading Proficiency – how reading performance can be measured better, in alignment with our current knowledge about what constitutes the act of reading.

The Center also has three major institutional activities that are designed to ensure that knowledge about reading becomes infused into practice: (1) improving school reading materials, (2) improving professional development, and (3) raising the level of literacy.

National Center for Educational Leadership

Graduate School of Education
Harvard University
Gutman Library,
6 Appian Way
Cambridge, Massachusetts 02138-3704
617-495-3575

Lee G. Bolman, Director

Mission

The Center's mission is to conduct research and development in the area of school leadership. The research agenda of the Center for School Leadership focuses on three major questions: (1) what is good leadership, (2) how does good school leadership come about, and (3) what will good leadership mean in the future. These questions are being addressed through a series of research projects by staff at Harvard University, Vanderbilt University, and The University of Chicago.

National Center for School Leadership

College of Education
University of Illinois at Urbana-Champaign
Urbana, Illinois 61801
217-333-2870, 244-1122

Russell Ames, Director

Mission

The Center investigates school leadership as it relates to school culture and climate and to teaching, learning, and student achievement. Qualitative and quantitative methods are used to address both the theory and practice of leadership; and, conferences and publications are employed to tie research results to current practice. Scholarly papers, assessment instruments, and comparative analyses supplement the central research activities.

Center for the Study of Learning

Learning, Research and Development Center
University of Pittsburgh
3939 O'Hara Street
Pittsburgh, Pennsylvania 15260
412-624-7485

Lauren Resnick, Co-Director
Robert Glaser, Co-Director

Mission

The Center seeks to create new knowledge that will be useful in teaching students how to become competent thinkers, learners, and problem solvers. The Center's research focuses on understanding the skills underlying successful thinking and learning in three areas of the school curriculum: mathematics, science, and social studies. The research is directed at children of all ability levels, from the hardest to teach to the most talented.

Center for the Study of Writing

School of Education
University of California, Berkeley
Berkeley, California 94720
415-643-7022

Sarah Warshauer Freedman, Director

Mission

The primary mission of the Center is to improve the teaching and learning of writing from the early years through adulthood. Committed to helping all students become full-fledged participants in our literate world, the Center's research program addresses writing as (a) a means of communication, (b) a skill to be developed, and (c) a tool for learning and thinking across the disciplines. The Center encourages and promotes research that emphasizes the student as learner and the teacher's interactions with the learner. Underlying this research is the belief that effective research in writing is "practice-sensitive" and helps foster "research-sensitive" approaches on the part of educators. The Center's major objective is to build workable theories that will have conceptual and practical impact on the teaching and learning of writing as well as stimulate further research.

National Center for Research on Teacher Education

College of Education
Michigan State University
Erickson Hall
East Lansing, Michigan 48824-1034
517-355-9302

Mary Kennedy, Director

Mission

The National Center for Research on Teacher Education seeks to produce useful knowledge to improve the quality of teacher education. The Center views teacher education as one of many influences on teachers and examines the purpose and role of programs relative to these other influences. It asks what impact various approaches or alternatives to teacher education have on teachers and how particular kinds of learning opportunities influence teachers. These questions are examined as they relate to the teaching of two academic subjects: writing and mathematics. To date, there has been more argument than inquiry about these questions, and rarely have the issues been defined in a way that allowed careful investigation. Therefore, the Center's work consists as much of conceptual development as it does of gathering empirical data. The goal is to improve and expand conceptual and empirical studies of teacher education and teacher learning and, in so doing, to help focus debates about teacher education and inform teacher education policy and practice.

Center for Technology in Education

Bank Street College of Education
610 West 11 2th Street
New York, New York 10025
212-222-6700

Karen Sheingold, Director

Mission

The mission of the Center for Technology in Education (CTE) is to study, design, and demonstrate the roles that technologies can play in improving student learning and achievement in schools. Its primary goal is to understand how technologies can be integrated into schools and classrooms in ways that deepen students' understanding of curricular content and enhance students' skills of critical thinking, inquiry, and analysis. Its research and development encompass several areas of the curriculum, including the humanities, sciences, and social studies. The CTE is committed to conducting and disseminating its work in ways that can affect the diverse settings, populations, and purposes that characterize the nation's schools.

Appendix H

National Diffusion Network State Facilitator Projects

National Diffusion Network State Facilitator Projects

Mission and Functions

The National Diffusion Network (NDN) is a system that promotes the adoption of proven education programs developed by public and private schools, colleges, and other institutions. NDN Provides funds to "diffuse" or distribute information about exemplary programs to schools across the country and to provide training for teachers in schools that install NDN programs. These programs, their sponsoring schools and organizations, and the NDN State Facilitators form a resource network that helps other schools adopt the programs for their own use to improve the education of their students. NDN programs have been field-tested with students and are proven effective.

The U.S. Department of Education funds an NDN State Facilitator in each State, the District of Columbia, Puerto Rico, the Virgin Islands, American Samoa, Guam, and the Northern Mariana Islands. The U.S. Department of Education also funds a Private School Facilitator. The State Facilitators, through dissemination and training activities conducted by program developers, serve as "matchmakers" between NDN programs and schools and organizations that could benefit from adopting these programs. Similarly, the Private School Facilitator supports the adoption of NDN projects by private schools throughout the nation. Currently, the NDN is funding 81 developers of exemplary programs and processes to conduct training and provide technical assistance to adopting schools and school districts, nationwide. In addition to informing public and private education service providers about the availability of all exemplary education programs in the National Diffusion Network, Facilitators are also responsible for the following activities:

- assisting educators to assess needs and to match needs and interests with appropriate exemplary education programs.
- arranging for program developers to train educators that want to implement their programs.
- identifying and assisting other programs that have been developed to submit evidence to the Department of Education's Program Effectiveness Panel.
- providing information on ERIC, the Research and Development Centers and Regional Educational Laboratories, and the schools recognized by the Secretary's School Recognition Program.

U.S. Department of Education Staff Director for the
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Appendix I

About the Authors

ABOUT THE AUTHORS. . .

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Lawrence E. Leak is an Assistant Professor in the Department of Education Policy, Planning, and Administration at the College Park Campus of the University of Maryland. Dr. Leak also serves as the director of the Maryland LEAD Center. Prior to joining the faculty at the university, Dr. Leak was a high school principal. He received his Ph.D. in Educational Administration and Supervision from the University of Maryland.

A. Bruce McKay

Before starting his company, Leadership and Management Training, Inc., Dr. McKay was in the Department of Staff Development in the Montgomery County, Maryland, school system managing training activities for the 12,000 teachers, supporting services personnel, and administrators. He has served as a consultant for numerous large and small organizations, state and local school systems, and management personnel of the Department of defense throughout Europe. He received his doctorate from the University of Massachusetts with a focus on administration and management of change. His training programs have gained national recognition, and he has authored and co-authored books on time and stress management.

Pam Splaine

For the last decade, Dr. Splaine has been a researcher in the Montgomery County, Maryland, school system and currently serves as Acting Director of its division on administrative analysis and audits. She has taught for a number of years in the Honors Program at the University of Maryland, does consulting on research, has run a private tutoring business, and has designed two books for publication. She has published articles and received awards from the American Educational Research Association on three reports. Her Ph.D. is from the University of Maryland in the Foundations of Education, and she is listed in the *Who's Who of American Education* (1988).

Patricia B. Walker

Dr. Walker provides consultant and training services to business, industry, and education in the "people skills." She specializes in communication, conflict resolution, supervision, management, and leadership. She co-authored a communication skills training program for national distribution. She received her Ph.D. in Urban Services, with an emphasis on human resource development, from Virginia Commonwealth University in Richmond, VA. She is listed in the 15th edition of *Who's Who of American Women* (1987) and the first edition of *Who's Who of Emerging Leaders* (1988).

Camilla A. Heid

Camilla A. Heid is an Assistant Professor in the Education Policy, Planning, and Administration Department at the University of Maryland, College Park, Maryland where she teaches courses in educational administration. Prior to this appointment, she was on the faculty of Indiana University, where she was also the director of the Center of Urban and Multicultural Education (CUME). She had also served in various positions within CUME prior to assuming the directorship, as well as serving as a mathematics teacher and assistant principal in the public schools. Professor Heid completed her doctoral degree in Education Leadership and Policy Studies at Indiana University. Her research interests include race and sex equity in the schools and excellence in urban education.

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